

**ACT 1999-48 (24 P.S. Sections 12-1205.1 et seq.): AN ANALYSIS OF CONTINUING
PROFESSIONAL EDUCATION REFORM IN PENNSYLVANIA
AND IMPLICATIONS FOR POLICY AND PRACTICE**

by

Trisha Ann Varish Craig

B.A., University of Pittsburgh, 1992

M.Ed., University of Pittsburgh, 1998

Submitted to the Graduate Faculty of
School of Education in partial fulfillment
of the requirements for the degree of
Doctor of Education

University of Pittsburgh

2007

UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

This dissertation was presented

by

Trisha Ann Varish Craig

It was defended on

April 13, 2007

and approved by

Dr. William E. Bickel, Professor, Administrative and Policy Studies

Dr. Sean Hughes, Associate Professor, Administrative and Policy Studies

Dr. Charlene A. Trovato, Clinical Associate Professor, Administrative and Policy Studies

Dissertation Advisor: Dr. Mary Margaret Kerr, Associate Professor, Administrative and

Policy Studies and Psychology in Education

ACT 1999-48 (24 P.S. Sections 12-1205.1 et seq.): AN ANALYSIS OF CONTINUING PROFESSIONAL EDUCATION REFORM IN PENNSYLVANIA AND IMPLICATIONS FOR POLICY AND PRACTICE

Trisha Ann Varish Craig, M.Ed.

University of Pittsburgh, 1998

The enactment of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.), or Act 48, in Pennsylvania signified a transition from optional continuing professional education to mandatory continuing professional education (CPE) for all PA certified educators. The Act 48 legislation established mandates for CPE for all certified educators. All CPE activities submitted to the Pennsylvania Department of Education (PDE) by school districts must be aligned with the goals identified in the professional education plans and, subsequently, to their strategic plans.

The intent of this study was to examine southwestern Pennsylvania public school districts' compliance with the Act 48 legislation. Compliance in this study was based on guidelines established by PDE. This study analyzed (1) the extent to which CPE activities of educators in selected school districts in Pennsylvania's Region 7 aligned with the requirements as set forth in the guidelines and (2) the extent to which the school districts' CPE activities met their strategic plan goals. The analysis was based upon the review of documents that identified the school district's strategic plan goals and the CPE activities submitted to PDE for Act 48 credit during the 2005-06 school year.

Given the flexible guidelines proffered by PDE, the CPE activities as set forth by the districts could be interpreted only as compliant. After all, school districts might have viewed some criteria as optional. Only 18 percent of the districts had aligned fully their credit-bearing CPE activities and their strategic plan goals. Three factors influencing the degree of alignment

included: (1) the use of language in the strategic plan goals and CPE activity names, (2) the content of strategic plan goals, and (3) the range of CPE topics approved for Act 48 credit.

Though limited in scope, the study highlighted implications for compliance when guidelines are worded ambiguously. Left to interpret the guidelines as they deemed appropriate, districts endorsed a wide range of professional development activities, many of which did not complement their strategic plan goals.

TABLE OF CONTENTS

1.0	REVIEW OF LITERATURE.....	1
1.1	DEFINING CONTINUING PROFESSIONAL EDUCATION	2
1.1.1	CPE as an Ongoing Process	3
1.1.2	Pressures for Renewal of Certificate	5
1.1.3	Catalysts for Reform	8
1.2	LEGISLATIVE MANDATES ON CPE	16
1.2.1	State Level CPE Requirements for Certification/Licensure.....	17
1.3	PENNSYLVANIA’S ACT 1999-48	23
1.3.1	Review of Act 1999-48	26
1.3.2	The Professional Education Plan	29
	1.3.2.1 The Professional Education Plan and the Law.....	29
	1.3.2.2 The Original Professional Education Guidelines	32
	1.3.2.3 The New Professional Education Plan Guidelines	37
1.3.3	Approved Provider Status.....	40
	1.3.3.1 Approved Provider Status and the Law	40
	1.3.3.2 The Original Approved Provider Guidelines	41
	1.3.3.3 Proposed Changes to the Approved Provider Guidelines.....	48
1.3.4	Maintenance of Credits and Hours.....	50

1.3.5	Supervision of Credit Compliance.....	54
1.3.6	State-Sponsored Free CPE.....	54
1.3.7	Act 2006-5 (2006, Feb. 2, P.L. 19, No. 5 § 1).....	55
1.3.8	Annual Communication to the State Legislature.....	57
1.4	THE ROLES OF CPE IN THE FIELD OF EDUCATION	57
1.4.1	Transition from “Optional” CPE to “Mandated” CPE.....	59
1.4.2	CPE through the Functionalist Point of View	60
2.0	METHODOLOGY	64
2.1	STATEMENT OF THE PROBLEM	65
2.2	RESEARCH QUESTIONS	65
2.3	OPERATIONAL DEFINITIONS	65
2.4	METHODOLOGY AND PROCEDURES.....	68
2.4.1	Introduction.....	68
2.4.2	Methodological Approach.....	70
2.4.3	Recruitment of Subjects.....	71
2.4.4	Exclusion Criteria	73
2.4.5	Documents to be Reviewed.....	73
2.4.6	Evaluation Instrument	74
2.4.7	Inter-rater Reliability.....	74
2.4.8	Procedures for Conducting the Data Analysis	74
2.5	LIMITATIONS.....	76
3.0	FINDINGS.....	78
3.1	INTRODUCTION	78

3.2	OVERVIEW OF PARTICIPANTS AND DATA COLLECTION PROCESS	
		79
3.2.1	Participants.....	79
3.2.2	Data Collection Process.....	80
3.3	DATA ANALYSIS.....	81
3.4	RESPONSES TO THE RESEARCH QUESTIONS	87
3.4.1	Research Question #1	88
3.4.2	Research Question #2.....	94
4.0	IMPLICATIONS FOR POLICY AND PRACTICE	99
4.1	INTRODUCTION	99
4.2	SUMMARY.....	100
4.2.1	The Findings.....	100
4.2.2	PA Mandated CPE – Functionalist Perspective.....	101
4.3	IMPLICATIONS FOR POLICY AND PRACTICE.....	103
4.3.1	IMPLICATIONS FOR POLICY.....	104
4.3.2	IMPLICATIONS FOR PRACTICE.....	115
4.4	FURTHER RESEARCH	117
4.4.1	The Original Intent of the Law, 24 P.S. §§ 12-1205.1 et seq.	118
4.4.2	Alignment of CPE Activities and Educators’ Certification, Assignment, and Strategic Plan Goals.....	118
4.4.3	CPE Activities of Certified Educators Not Employed by a Public School District	118
4.4.4	CPE Activities by Type of Certificate and/or Certificated Area	119

4.4.5 CPE Compliance of School Districts Mandating IPDPs of all Professional Educators	119
4.5 REFLECTIONS.....	120
APPENDIX A.....	122
APPENDIX B.....	133
APPENDIX C.....	135
APPENDIX D.....	149
APPENDIX E.....	151
APPENDIX F.....	153
APPENDIX G.....	155
BIBLIOGRAPHY.....	157

LIST OF TABLES

Table 1: Identification of Certification Structures by State.....	19
Table 2: PA State Appropriations for Teacher Professional Development.....	25
Table 3: Act 1999-48: Requirements of Educational Institutions in Pennsylvania.	27
Table 4: Act 1999-48: Requirements of the Professional Education Plan.	31
Table 5: Allowable CPE Activities.	39
Table 6: CPE Activity Act 48 Credit Requirements.	48
Table 7: Continuing Professional Education Course Criteria.	52
Table 8: Phase 2 and Phase 3 School Districts in Region 7.	72
Table 9: School District Participation by County.	79
Table 10: Examples of Evaluation of Alignment Between CPE Activities and Strategic Plan Goals.....	83
Table 11: Summary of Strategic Plan Goals and CPE Activity Alignment Scores.....	85
Table 12: Outline of Statutory Language as Stated in PDE Guidelines.....	89
Table 13: Analysis of CPE Activity Alignment to Strategic Plan Goals.	95
Table 14: Characteristic Patterns of CPE Activities and Strategic Plan Goals	96
Table 15: Outline of Statutory Language as Stated in PDE Original and Revised Guidelines and Recommendations.	105
Table 16: Federal Funding Available Through the No Child Left Behind Act of 2001.....	134

Table 17: Mandated CPE for Certification/Licensure by State..... 136

Table 18: Alignment of School District Strategic Plan Goals and CPE Activities. 152

Table 19: School District Goals and CPE Alignment Scale..... 154

Table 20: Strategic Plan Goals and CPE Activity Alignment Scores..... 156

LIST OF FIGURES

Figure 1: Stages of Policy Implementation.	69
---	----

ACKNOWLEDGMENTS

I can no other answer make, but, thanks, and thanks.

~William Shakespeare

For once in my life, I am speechless. I cannot find the words to thank my family, friends, and colleagues for the support, encouragement, patience, and love you have shown throughout this adventure.

To my parents: Mom and Dad, thank you for instilling in me the passion to follow my dreams, the desire to learn, and the patience to persist through the difficulties in life. I am blessed to have inherited the best qualities of both of you – your diligence, creativity, and love for life.

To Bill: You are my best friend and the love of my life. Thank you for your support and patience through my highs and lows. Your confidence in me has helped me to persevere. Now, it is your turn.

To Ryan: You are my greatest creation and joy. You have taught me so much in your first three years. I look forward to the adventures to come.

To my Craig family: Your love and support truly make me feel like one of the family.

To my colleagues at the Fort: Doc, thank you for your encouragement and support. Lori, thank you for your ear and confidence in me. Jill, my “stepsister” and cohort, thank you for your understanding and guidance.

To my committee members---Dr. Kerr, Dr. Hughes, Dr. Trovato, and Dr. Bickel--- thank you for your guidance and expertise. You have my respect and admiration for the leaders that you are.

My experience at the University of Pittsburgh has been an exciting and arduous journey commenced as an 18 year-old freshman. Who would have thought it would lead to this?

I look now to the future. This is only the beginning.

1.0 REVIEW OF LITERATURE

The intent of this study is to examine southwestern Pennsylvania public school districts' compliance to Pennsylvania's Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) (Appendix A) for the 2005-06 school year. The Act 48 legislation mandates that all continuing professional education, or CPE, activities submitted to the Pennsylvania Department of Education, also referred to as PDE, must be aligned to the goals identified in the professional education plans and, subsequently, to the school districts' state-approved strategic plans. The CPE activities sponsored by school districts are expected to build the capacity of the schools to improve the academic performance of all students.

Pennsylvania is one of many states in the United States that has implemented legislation and guidelines to mandate CPE for certified educators. State and federal government have passed legislation focusing on the improvement of the educational system in the country by attempting to address, among other issues, the professional development of practitioners in the field of education. The macro-implementation of the legislation is delegated to the state educational agencies (SEAs), who must then establish guidelines to assist practitioners in the micro-implementation of the policies in the local education agencies (LEAs), or school districts. A review of the literature includes research, literature, and documents to examine CPE in the field of education, including: (1) the process of CPE, (2) federal legislation affecting CPE, (3)

state-mandated CPE for certification/licensure, (4) PA legislation influencing CPE, and (5) PA guidelines for CPE.

1.1 DEFINING CONTINUING PROFESSIONAL EDUCATION

The term “continuing professional education” came into use in the late 1960’s to describe an identifiable field of study and practice (Cervero, 1988). There is no single definition of CPE viewed as the “correct” definition. In fact, in the dialogue about CPE in the field of education, one encounters a number of terms used synonymously with the term, including “staff development” and “professional education.” Though such terms may be used interchangeably, accepted definitions are clearly different. “Staff development” often refers to processes that improve the job-related knowledge, skills, or attitudes of school employees (Sparks and Loucks-Horsley, 1989), with the focus not only on certificated educators, but also including any individuals employed by the school district, such as administrative assistants, custodial staff, or cafeteria staff. “Professional education,” a term focusing primarily on the processes to improve the knowledge, skills, or attitudes of professional employees, often refers only to educators certified by a state licensing board. The term “continuing professional education” is defined by the state of Pennsylvania as “the formal acquisition of collegiate or in-service credits designed to improve and expand the expertise of professional personnel” and refers to those credits required by state law to maintain an active or valid professional teaching certificate (24 P.S. § 12-1205.1).

1.1.1 CPE as an Ongoing Process

CPE in the field of education is a process that begins once an individual chooses education as the profession of study. Houle identifies four steps of continuing professional education: (1) selection, (2) certification, (3) induction, and (4) continuing education (1980). Step 1, selection, refers to the undergraduate work towards the completion of a baccalaureate degree. The intense study required to master specialized content and skills can be called “occupational study.” Upon the completion of formal undergraduate work, “initial judgment” is passed by specialists in the field based on the quality of work completed and degree by which the requirements of the program were completed. For some post-secondary institutions, education takes place in a four-year program that requires students to major in Education – early childhood, elementary, or secondary – and to minor in the content area of specialty. Some institutions mandate a five-year program require students to major in the content area. Students earn a degree in the content area and complete a fifth year of study to focus on the study of the level of education in which they plan to meet the requirements of certification.

Step 2, certification or licensure, refers to the process students must successfully complete to qualify them to perform the duties of the profession. This process includes pre-service education and guided practice in the field. Governed by a licensing body of the state, the “focus of licensure and certification...[is] the assessment of readiness for practice” (Norcini & Shea, 1993, p. 78). The state legislature defines the scope and standards of practice, thereby communicating to itself and to the public the required level of competence in the field (1993).

The requirements of the initial education certification mandate that prospective teachers acquire a baccalaureate degree in an appropriate content area, complete student teaching, and

pass scores on the Praxis or other state-approved exam. Four-year education programs integrate steps 1 and 2 during the regular education program prior to earning the baccalaureate. In these programs, student teaching must be completed successfully prior to graduation. Some programs also require successful completion of at least part of the content-based and/or education-based exams prior to student teaching or graduation. Five-year programs distinguish the two steps. A degree in the content area is mandatory prior to entrance into the education program, step 2. During the fifth year, the focus shifts to the study of educational theory, issues, and techniques and the guided practice and demonstration of technique in the student teaching experience. It is during the student teaching experience that aspiring teachers receive supervision by master teachers and higher-education specialists who provide support and feedback based upon ongoing observations of teaching. Upon procurement of a baccalaureate degree, completion of student teaching, and passing of the state assessment, new graduates must apply for certification through the state Department of Education pursuant to the guidelines of that state. In the Commonwealth of Pennsylvania, the Public School Code mandates prospective teachers to present evidence of successful completion of a PDE-approved teacher preparation program; to present evidence of satisfactory achievement on the assessment prescribed by the PDE, currently the Praxis, and to receive a satisfactory recommendation for certification from a college or university (22 Pa. Code § 49.82). Other mandates include demonstrating good moral character; meeting established medical requirements, including a physical performed by a licensed physician and negative Tuberculosis test; and being at least eighteen years old, in addition to the formal education and assessments (22 Pa. Code § 49.12).

Upon receiving state-approved certification, novice teachers may earn a teaching position in public or private education setting. Step 3 in the CPE process is induction. The purpose of

induction is to assist novices in the transition to and establishment in the classroom, school and district environments. States vary with respect to their requirements for induction into the school setting. School districts vary in the length, structure, and requirements of their induction programs. The PA Department of Education requires that novice teachers complete an induction in a public school district for a minimum of one year, a requirement that is connected to renewal of certification. Most research recommends that induction programs last a minimum of three years and include intensive study in pedagogy; clinical supervision by building level administrators and, in some cases, central administrators; and guided practice supported by a mentor teacher.

Once certificated, the individual is responsible for continuing one's professional development in the field of education, step 4, continuing education. In most states, individuals who are issued a certificate in education are required to earn a number of hours and/or credits of CPE to renew, convert, or advance their certificates or to maintain an active certificate. Prior to the early 1970s, certificated educators encountered very few requirements to participate in CPE. Once they received certification, educators maintained their certification as long as they met the codes of practice established by the state. In Pennsylvania, a certificate was valid for 99 years.

1.1.2 Pressures for Renewal of Certificate

Multiple pressures have forced state governments to expand the concept of certification to recertification. Three sources of the pressure include: (1) new developments in the field and the expansion of knowledge, (2) the culture of the profession, and (3) the individuals to whom service is provided (Norcini & Shea, 1993).

Within the field of education, attempts were made to study the CPE in order to improve the development of teachers, and in turn, improve the education of students. During the 1960s, studies focused on the assessment of educators' attitudes towards professional in-service education. In the 1970s and 1980s, studies were refocused on identifying elements of effective professional education practice (Sparks & Loucks, 1989). Recently, studies have focused on the implementation of various programs of "effective professional education practice" in order to test and affirm, or disaffirm, that the programs are effective in practice. Programs that show evidence of effectiveness over time come to be known as being "research-based" or "evidence-based" programs. Though the federal government established guidelines that define research-based student educational programs, there are no guidelines that define professional education programs, besides those accepted in the fields of quantitative and/or qualitative research.

With the increased focus on the professional education of educators and the rapid growth of technology arose the increased difficulty of managing such a large mass of data. Studies produced an abundance of information assisting educators to improve their practice. The rapid growth of technology ushered in improvements in access to global information through Internet search engines, libraries, and other online resources.

Another source of pressure lies within the profession itself. For two reasons, the best interests of the profession are served when we improve the professional education of teachers. Most obvious is the anticipated affect of improved performance of students. The second reason is to maintain control within the profession. Earlier structures of the American school system protected teachers from the public. Society viewed teachers as the source of information and skills to be passed to the students. Teachers were responsible to "teach" and students to "learn." Administrators managed school buildings/districts and shielded teachers from parents and from

any other outside agents. This “loose-coupling” continued to shelter teachers from questions or concerns from the public and to maintain a sense of control over the modes of instruction and the content of information and skills administered to the students. It also managed to isolate teachers from any developments that may have improved the education of the students (Elmore, 2000). However, growing public discontent in public education made it difficult, if not impossible, to maintain forever a closed classroom environment.

The most influential pressure on the field of education has been the increased public demand for accountability. Over the past four decades, more and more individuals have become more and more educated, with an increase in the attainment of higher education degrees and in the self-education of individuals through the Internet and other modes of communication. With continual media attention drawn to the low performance of American students compared to those around the world, for example, the Trends in Mathematics and Science Study (TIMSS), and increased difficulty in earning and maintaining jobs and/or careers, the public has intruded into the once isolated arena of public education. The business field, frustrated with the overall qualifications of the product provided, high school and college level graduates, produced their own recommendations to assist educators in the further development of the field, inspiring attempts at instituting business methods of management and professional education within school districts around the country. The inability of the public and of educators to make improvements in the education of students “fast enough” to suit the desires and needs of the public, media, and business world forced the government to mandate advancements in the field of education in the form of recertification and maintenance of highly qualified status.

1.1.3 Catalysts for Reform

Federal legislation and the funding associated with the legislation have been contributors to the changes made in CPE in the field of education over the past century. Dating back to 1948, the United States Information and Educational Exchange Act, also referred to as IIEEA, (P.L. 80-402, 62 Stat. 6), encouraged the further development of educators with the hopes of improving the education for our students by providing for the exchange of knowledge, ideas and skills, as well as educator exchange programs, between the United States and other countries (22 U.S.C. §§ 965 et seq.).

The Civil Rights Act of 1964 (P.L. 88-352, 78 Stat. 241) provided funding to support the training of educators in the transition to desegregated classrooms in school districts around the country. Training institutes were established and grants were available for schools to provide in-service and reimbursement for services, expenses, and travel (42 U.S.C. §§ 2000C-3, 2000C-4).

The most important federal legislation that has influenced the field of education is the Elementary and Secondary Education Act of 1965, also referred to as ESEA (P.L. 89-10, 29 Stat. 27). This legislation focused efforts on the academic performance of children, providing funding for educating students from kindergarten through twelfth grade. In addition to monies earmarked for instructional materials, educational programs, and improving parental involvement, a substantial amount was appropriated for providing professional development to educators (20 U.S.C. §§ 236 et seq.). ESEA was structured into fourteen subchapters, or “titles,” each focusing on a specific cause. The funding for professional development was available for public schools primarily through Title I - Helping Disadvantaged Children Meet High Standards and Title II - Dwight D. Eisenhower Professional Development Program. These funding sources provided resources for school programs that focused on improving the education of low income children

(20 U.S.C. §§ 2981, 2982) and on the further development of the teaching of mathematics and science (20 U.S.C. §§ 2983-2992).

The Individuals with Disabilities Education Act of 1975, or IDEA, (P.L. 94-142, 89 Stat. 27) took a step further in the attempt to equal the opportunities of all students, even those with physical, emotional, and mental disabilities. This legislation required public schools to provide all eligible children with disabilities a free public education in the least restrictive environment appropriate to their individual needs. Teachers were required to adapt instruction, instructional materials, and assessments based on students' individual needs to assist them in their learning (20 U.S.C. §§ 1401, 1411-1414). Concerns regarding the academic performance of students with disabilities led to many amendments to IDEA, most notably in 1997 (P.L. 105-17, 111 Stat. 37), which strengthened academic expectations and accountability for children with disabilities and attempted to bridge the gap between what children with disabilities learn and what is required in the regular curriculum (20 U.S.C. § 1400). School districts, teachers and administrators became accountable for the success of the students with disabilities, placing an emphasis on learning new ways to meet the needs of students with disabilities.

In 1994, two pieces of legislation were passed in an attempt to increase opportunities for schools to provide the instruction, materials, and support necessary to improve student academic performance: Goals 2000: Educate America Act (P.L. 103-227, 108 Stat. 125-191, 200-211, 280-296) and the Improving America's Schools Act of 1994, or IASA, (P.L. 103-382, 108 Stat. 3518), reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA).

The Goals 2000: Educate America Act (P.L. 103-227, 108 Stat. 125-191, 200-211, 280-296) was signed into law in March of 1994. This legislation was based upon the premise that the

institution of high expectations will lead to increased student performance. The act signaled a national shift in philosophy towards standards-based education by establishing a priority for K-12 education to improve student performance through the identification of high academic standards in all content areas, the measurement of student progress through assessment, and the support for students to assist them in meeting the standards established at the state level. Funding focused on the development of professional development centers, leadership in educational administration development programs, middle school teaching, graduate study fellowships for teachers, and new curricular methods. Resources also included funding specifically for higher education institutions to improve the pre-service education of aspiring teachers and for states and school districts to provide professional development for practitioners (20 U.S.C. §§ 1103(g) et seq.).

In October of 1994, the Improving America's Schools Act of 1994 (P.L. 103-382, 108 Stat. 3518), reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). In conjunction with Goals 2000, this act focused on student attainment of high academic standards and the necessity of high-quality professional development. The federal government published findings of research (20 U.S.C. § 6601(4)) that underscored the positive impact that professional development may have on teaching and learning:

- Professional development must be focused on teaching and learning in order to improve the opportunities of all students to achieve higher standards;
- Effective professional development focuses on discipline-based knowledge and effective subject-specific pedagogical skills, involves teams of teachers, and where appropriate, administrators and pupil services personnel, in a school and, through professional networks of teachers, and where appropriate, teacher educators, administrators, pupil services personnel, and parents, is

interactive and collaborative, motivates by its intrinsic content and relationship to practice, builds on experience and learning-by-doing, and becomes incorporated into the everyday life of the school;

- Professional development can dramatically improve classroom instruction and learning when teachers, and, where appropriate, administrators, pupil services personnel, and parents, are partners in the development and implementation of such professional development; and
- New and innovative strategies for teaching to high standards will require time spent teaching, for instruction, practice, and collegial collaboration.

Also, the federal government acknowledged the importance of professional development for educators who are focused on strategies for: (1) serving children “that historically have lacked access to equal opportunities for advanced learning and career development” (20 U.S.C. § 6601(5)), (2) the teaching of students with disabilities in the core content areas, and (3) the empowerment of parents to participate effectively in their children’s education (20 U.S.C. § 6601(8)(9)). Federal funding was allocated to provide professional development to educators that focused on these principals of professional development.

Recent federal legislation affecting the field of education includes the No Child Left Behind Act of 2001 (NCLB) (P.L. 107-110, 115 Stat. 1425), reauthorizing the Elementary and Secondary Education Act of 1965, and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) (P.L. 108-446, 118 Stat. 2647), the reauthorization of IDEA.

The NCLB legislation influenced CPE in the field of education by (1) making federal funding more flexible by redefining Title II, (2) redefining “high-quality professional development”, and (3) redefining the mandates of “highly qualified” teaching status (*Improving Teacher Quality State Grants*, 2006). Because of the legislation, Title II Part A now focuses on

improving teacher quality in all core content areas, not just mathematics and science. This provides school districts funding, that may not have been available through district funding sources, for professional development for educators in the content area(s) deemed appropriate by the school districts as long as it meets the federal requirements of high-quality professional development (20 U.S.C. § 9101(34)). The federal requirements include:

1. Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
2. Are an integral part of broad school-wide and district-wide educational improvement plans;
3. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
4. Improve classroom management skills;
5. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
6. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
7. Advance teacher understanding of effective instructional strategies that are based on scientifically based research and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
8. Aligned with and directly related to State academic content standards, student academic achievement standards, and assessments; and the curricula and programs tied to the standards;
9. Are developed with extensive participation of teachers, principals, parents, and administrators;

10. Are designed to give teachers of students with limited English proficiency, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the use of curricula and assessments;
11. Provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
12. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
13. Provide instruction in methods of teaching children with special needs;
14. Include instruction in the use of data and assessments to inform and instruct classroom practice; and
15. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.

Though the language for “high-quality professional development” is similar to that of the 1994 legislation, the language in NCLB clearly limits the type and foci of the professional development based on what the government believes is scientifically based research, defined as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (20 U.S.C. § 9101(37)). Additional federal funding can be used to improve teacher quality if districts are eligible to receive the funding and choose to utilize the funds in that manner. Additional funding includes Title I Parts A & B, Title II Parts B-D, Title III Part A, Title V Part A, and Title VII Part A (20 U.S.C. §§ 1001 et seq.). Table 16 (Appendix B) outlines the federal funding sources, or titles.

NCLB also requires schools to hire teachers designated as being “highly qualified” under federal and state guidelines. The law states that all teachers teaching core academic subjects in the classroom must be highly qualified. The definition of “highly qualified” is dependent upon the type of certification and level of experience of any given teacher. The definitions as defined by NCLB include (20 U.S.C. § 9101(23)):

A. For an *elementary school teacher who is new to the profession*, it means that the teacher: (1) holds at least a bachelor's degree...and (2) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum).

B. For a *middle or secondary school teacher who is new to the profession*, it means that the teacher: (1) holds at least a bachelor's degree and (2) has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by (a) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or (b) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

C. For an *elementary, middle, or secondary school teacher who is not new to the profession*, it means that the teacher: (1) holds at least a bachelor's degree and (2) has met the applicable standard for new teachers, which includes an option for a test; or demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that — (a)

is set by the State for both grade appropriate academic subject matter knowledge and teaching skills; (b) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators; (c) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches; (d) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State; (e) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject; (f) is made available to the public upon request; and (g) may involve multiple, objective measures of teacher competency.

The issue of high quality teachers was defined further by the recent reauthorization of IDEA, now referred to as IDEIA. IDEIA further clarified the definition of a highly qualified *special education teacher*. Many special education teachers are required by school districts to teach numerous core content areas, though the content area identified on their degrees and state certifications is “special education.” Due to the “highly qualified” requirements of NCLB, the area of special education teaching had to be reviewed. As a result, IDEIA incorporated the NCLB requirements into the special education legislation mandating all special education teachers also to be highly qualified in the core content areas they teach. The legislation provides a timeline and requirements for current special education teachers to become highly qualified and establishes the requirements for individuals who will become special education teachers in the future (20 U.S.C. § 1401(10)). The federal government directed state agencies to develop High Objective Uniform State Standard of Evaluation (HOUSSE) Programs to assist eligible teachers to meet the highly qualified status requirements through crediting teachers for their service time teaching core content areas and professional development in the core content areas taught (*Highly Qualified Teacher HOUSSE for Pennsylvania Educators*, 2006).

1.2 LEGISLATIVE MANDATES ON CPE

The United States Bill of Rights Amendment X delegates authority of education to the states, which limits the ability of the federal government bodies to affect educational practice in American schools. Federal legislation passed has influenced the practices of the states by mandating certain standards of education. Recent examples include the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). Though the legislation cannot dictate specific details of state legislation or practices, it can mandate alignment of state standards to federal standards.

The most notable impact of NCLB and IDEIA on state mandates to date has been the establishment of testing requirements to demonstrate proficiency of knowledge and skills learned by students in K-12 schools prior to graduation and of the “highly qualified” status required by all teachers in K-12 schools, both regular education teachers and special education teachers. Though the federal government cannot dictate how the states will meet the federal requirements, federal audits of state practices maintain alignment of state regulations to federal regulations. States have the flexibility to determine how those regulations will be met; however, state governments must meet federal standards to receive the billions of federal dollars allocated for education.

The direct impact on the state regulations of CPE and certification/licensure is not as clear. Since all teachers must meet the “highly qualified” status mandated in NCLB and IDEIA, one can anticipate changes in the focus of CPE. For example, some teachers may have to participate in specialized training to attain and/or maintain their highly qualified status and thereby meet state mandates for certificate issuance, renewal or upgrade. To be clear, the highly qualified status is a federal mandate, not a state mandate. As a result, the attainment of highly

qualified status does not affect directly the state certification/licensure status of any educator, though it could affect one's employment status in school districts required to meet federal mandates to receive federal funds. Whether or not states will make (or have made) state level changes to CPE requirements for certificate issuance, renewal or upgrade based on the federal mandates is difficult to determine and not the focus of this study. Rather, the importance is to acknowledge the possibility that federal legislation may have an impact on the CPE of educators.

1.2.1 State Level CPE Requirements for Certification/Licensure

The review of the state level CPE requirements for certification/licensure embodies the flexibility afforded states in creating their own education programs. Table 17 (Appendix C) identifies the type of certificate/license; CPE requirements for issuance, renewal, and/or upgrade; and the date the current requirements were mandated, if available, for all 50 states and the District of Columbia. Though there are specific patterns in the structures of certification and the CPE requirements, it is clear that each state exercised its right to establish its own certification regulations. Each state has its own unique certification program regulated independent of any other state. Many states participate in reciprocal certification programs with other states, allowing individuals to move to other states and continue teaching with limited transitional requirements. Some states, though practicing reciprocity, still maintain specific additional requirements or strict prerequisites that educators must meet to qualify for a certificate in the state. Most often, these requirements and/or prerequisites include: (1) years of teaching experience, (2) specific degree requirements, (3) specific endorsement requirements, (4) completion and approval of Individual Professional Development Plans, (5) completion of

Induction Programs, (6) passing of nationally recognized or state exams (i.e., Praxis II, Praxis III, etc.), and (7) completion of specific classes or programs (e.g., child abuse identification, phonics training, etc.).

Upon the review of state processes, procedures, and regulations for certification, specific patterns are evident. All states require the completion of either a paper or on-line application as part of the application process. Application fees range from \$15 to \$175 depending on the level of certification requested. All states require at least minimal background checks, including criminal and child abuse background checks, often at the expense of the applicant. Some states also require fingerprint checks and/or child support payment reviews.

Three main certification structures exist among the 51 programs reviewed: single-tiered, 2-tiered, and 3-tiered certification programs. A **single-tiered certification** program requires only one level of certification, which may be terms a “Standard Certificate.” A **2-tiered certification** program has two levels of certification, often referred to as “Level 1 Certificate” and “Level 2 Certificate” or “Initial Certificate” and “Professional Certificate.” A **3-tiered certification** program has three levels of certification. Names of these certification levels vary from “Level 1 Professional Certificate,” “Level 2 Professional Certificate,” and “Level 3 Professional Certificate” to “Initial Educator License,” “Professional License,” and “Master Educator License.” Only one state educational system listed tenure as a requirement to transition to the next level of certification. Table 1 displays these certification structures.

Table 1: Identification of Certification Structures by State.

<u>Single-Tiered:</u> 1 Level of Certification	<u>2-Tiered:</u> 2 Levels of Certification	<u>3-Tiered:</u> 3 Levels of Certification
<ul style="list-style-type: none"> • Alabama • Georgia • Hawaii • Minnesota • Mississippi • Rhode Island • Texas • Wyoming 	<ul style="list-style-type: none"> • Arizona • Arkansas • California • Florida • Idaho • Indiana • Kentucky • Massachusetts • Michigan • Montana • New Jersey • New York • North Carolina • Ohio • Oklahoma • Oregon • Pennsylvania • South Carolina • South Dakota • Tennessee • Vermont • Virginia • Washington • Washington, D.C. 	<ul style="list-style-type: none"> • Alaska • Colorado • Connecticut • Delaware • Illinois • Iowa • Kansas • Louisiana • Maine • Maryland • Missouri • Nebraska • Nevada • New Hampshire • New Mexico • North Dakota • Utah • West Virginia • Wisconsin

Of the 51 programs, eight states (16%) practice a single-tiered certification program. (Hawaii is reviewing proposed legislation to change to a 3-tiered certification program.) Upon issuance of the teaching certificate in these states, there are no opportunities for certificate upgrades, though requirements may exist to renew or maintain the certification status within the issuing state. For example, Alabama requires teachers to earn a “professional certificate.” All teachers are required to earn five continuing education units (CEUs) to renew their certificates every three years. There is currently no opportunity to upgrade to a higher-level teaching certificate in this state.

Almost half of the states, twenty four (47%), practice a 2-Tiered Certification program. All 24 states issue an initial certificate to individuals recently completing a teacher preparation program and/or individuals transferring from another state. Though the name of the certificate varies (Initial Certificate, Level 1 License, Standard License, etc.), recipients of this first level certificate must meet specific requirements to either renew or upgrade their certificates. Renewal and upgrade requirements are unique to each issuing state. All states require individuals to meet certain criteria, which may include any combination of the following: (1) minimum teaching experience, (2) minimum CPE activity hours/credits, (3) minimum CPE credits through post-baccalaureate and/or graduate level courses, (4) Induction Program participation, (5) completion and approval of Individual Professional Development Plans, (6) successful completion of nationally recognized or state exams (i.e., Praxis II, Praxis III, etc.), and/or (7) completion of specific classes or programs (e.g., child abuse identification, phonics training, etc.). Upon successful completion of upgrade requirements, most states require individuals to either renew or maintain their Level 2 certificates through CPE.

For example, Pennsylvania requires its educators to earn a Level 1 certificate upon completing the initial state requirements for certification after graduation from a state-approved teaching program. Teachers then are required to earn post-baccalaureate 24 credits, earned from a four-year degree granting college or state intermediate unit, to transition to a Level II certificate within the first six years of teaching experience. Failure to meet this requirement leads to a “lapsed” certificate. Teachers may not teach with a lapsed certificate in Pennsylvania. In addition, teachers are required to earn six credits of CPE every five years to maintain an “active” certificate, in accordance to Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.). This regulation is separate from the Instructional II requirement, though credits required for Instructional II

certification may be used to meet the Act 48 requirements. However, not all Act 48 credits may count for Instructional II certification. All 2-tiered states currently require teachers to transition or convert to the second level of certificate within a state-mandated number of years, ranging approximately one to six years.

Three-tiered certification programs provide educators additional opportunities for professional advancement in the field. Similar to 2-tiered programs, states that practice a 3-tiered certification program maintain an initial level certificate for individuals new to the field and/or state and a second level certificate, often referred to as the “Professional” level of certification (also referred to as “Provisional” or “Level 2 License”). To upgrade from the professional level to the third and final level of certification, the “Master Teacher” level, most states require a minimum of a Masters degree, years of teaching, exceptional professional performance criteria and/or National Board Certification. Other states also require professional publication, documented contributions to the field of education, and/or documented increases in student achievement for transition to the highest level of certification.

Nineteen states (37%) maintain 3-tiered certification programs. All current 3-tiered states require teachers to transition to at least to the second level of certification. Of the nineteen states, only two states (11%) expect teachers to upgrade to the level 3 certificate throughout their careers. Both Connecticut and Nebraska require their teachers to earn a Masters degree in education and/or curriculum and instruction within eight to ten years of teaching experience (Connecticut also accepts a minimum of thirty graduate credits in lieu of a Masters degree). In the other seventeen states, teachers may choose to remain at the second level of certification for their entire careers, though most states require some degree of CPE to renew this level of certification. In addition, fourteen states (78%) of the states with a 3-tiered certification program

require or list as an option National Board Certification as a means to earn the third and highest level of certification in the state.

Only four states (8%) also issue an employment eligibility certificate in addition to the standard certificates/licenses available. Florida, Maryland, New Jersey, and Rhode Island issue a certificate of eligibility to those individuals who meet the state criteria for employment in each state's public and/or private schools. These criteria include degree, academic, and testing mandates. Once an individual earns a position as a teacher in the state, the first level certificate is granted. The remaining states issue the first level certificate once the criteria for employment are met.

Another pattern is evident among the CPE requirements mandated for certification. All states require at least a minimal amount of CPE at some level of certification, although not all states require CPE throughout the careers of educators. Forty of the 51 states (78%) require a minimum amount of CPE hours and/or credits for issuance, renewal, and/or upgrade of certificates. Of those states, only two (California and Oklahoma) require CPE for the initial upgrade. Once teachers reach the second level of certification, only satisfactory teaching experience is required to renew the certificate. The remaining 38 states require specific CPE activity hours, post-baccalaureate credit, and/or graduate credit for certificate issuance, renewal or upgrade.

Some states require educators to develop and implement state-approved Individual Professional Development Plans (IPDP), or Professional Growth Plans (PGP), which include completion of appropriate CPE and attainment of state-approved professional standards for employment. Eleven states (22%) currently require the completion of an IPDP for certificate issuance, renewal, or upgrade.

Currently, there are eight states (16%) that issue a permanent certificate with no CPE required for renewal or maintenance. In most cases, once educators earn the highest level of certification, demonstration of satisfactory teaching is all that is required to maintain updated certification in the state. (New York currently issues a Permanent Certificate limited to those who qualified under prior regulations. The certificate will cease to exist eventually.)

New York is one of 25 states (49%) that have made changes to their certificate programs since the approval of the No Child Left Behind Act of 2001. Additional states are currently reviewing state-level certification requirements for possible changes in the near future. Changes range from a complete restructuring of the certification system to increased or more specific CPE requirements for certification issuance, renewal, or upgrade. It is difficult to say if this trend derives solely from the NCLB legislation. However, it is fair to assume that the legislation has directed the attention of the public, the academic world, and the corporate world to the inadequacies of public education in the United States. Other factors that may affect changes in certification requirements include increased dissatisfaction with public education, new research in the field of education, or increased funding available for certain programs through federal, corporate or foundation sources.

1.3 PENNSYLVANIA'S ACT 1999-48

On November 23, 1999, Pennsylvania Governor Tom Ridge signed into law Act 1999-48, otherwise known in public education as Act 48 (24 P.S. §§ 12-1205.1 et seq.). Act 48 established CPE requirements for all Pennsylvania current and future certified educators. The development of Act 48 was a joint effort of both Democratic and Republican Representatives

that officially began in January 1999 when the initial House Bill (HB) 8 was referred to the Education Committee of the House of Representatives. HB 8 was considered three times before it was passed by the House, with amendments, on March 17, 1999. The bill was referred to the Senate Education Committee on March 24, 1999. After review by the Senate Education and Appropriations Committees, the bill was passed June 9, 2006. HB 8 was referred, with amendments, to the Rules Committee of the House on June 14, 2006. The House concurred on November 9, 2006. It was then referred to the Senate Rules and Executive Nominations on November 10, 2006, on which date the Senate concurred. HB was signed in the Senate on November 10, 1999 and in the House on November 15, 1999 (*House Bill 8 History*, 1999).

Developments in HB 8 ranged from minor language changes to significant management changes. The most significant changes include:

1. Beginning date: January 1, 2000 to July 1, 2000;
2. Credits accepted date: June 1999 to January 1, 2000;
3. Required Professional Education Plan: 2 year plan to 3 year plan; and
4. Required Professional Education Committee Membership: limit number of participating teachers and administrators as to not constitute a majority to equal representation of each stakeholder group.

The concept origin of Act 48 has not been determined, though research indicates one possible influence – an anticipated increase in State appropriations for teacher professional development in the 2000-01 education budget (Table 2). Funding of teacher CPE increased more than 100% from the 1999-2000 fiscal year to the 2000-2001 fiscal year with a proposal to maintain the amount through 2005. Increases in the education budget for teacher professional development were allocated to the Pennsylvania Department of Education (PDE) to be spent on expanding existing programs and beginning new programs. The Executive Budget identified three specific programs that would be affected by the increase in funding.

Table 2: PA State Appropriations for Teacher Professional Development.

1998-99 Actual	1999-00 Available	2000-01 Budget	2001-02 Estimated	2002-03 Estimated	2003-04 Estimated	2004-05 Estimated
\$2,989	\$3,540	\$7,670	\$7,670	\$7,670	\$7,670	\$7,670

Note. Dollar Amounts in Thousands.

Source: Adapted from *Governor’s Executive Budget 2000-01*, Department of Education, 2001, p. E14.19.

The first project listed was the training of teachers on the understanding and integration of the PA Academic Standards and the PA System of School Assessment (PSSA). The focus of the professional development included: curriculum alignment, standards-based instruction, and standards-based assessment. Training was provided by PDE through workshops throughout the state, primarily, at the Pennsylvania Training and Technical Assistance Network (PaTTAN) buildings and Intermediate Units (IU). PDE also coordinated resource packages that included the standards and instructional tools to assist teachers integrate the standards into their daily instruction (*Governor’s Executive Budget 2000-01*, 2001).

The second project included \$360,000 to expand the Governor’s Summer Teacher Institutes to include vocational technical educators, focusing on health occupations, trade and industrial education, with the hopes of “integrat[ing] academic and vocational-technical education standards in order to strengthen educators’ capacity to give instruction that provides opportunities for students to relate academic subjects to real-world vocational-technical experiences” (*Governor’s Executive Budget 2000-01*, 2001, p. E14.23).

The third project included \$3 million for the enhancement of the professional development assessment process. The report recommended the establishment of a tool that would enable the PA Department of Education and local school districts to determine what CPE

was necessary to improve student achievement. Initially, the PSSA results were to be utilized for this purpose. Individual student scores were not reported, only data detailing areas of strength and needing improvement in the Mathematics and the Reading, Writing, Speaking, and Listening Standard areas. This developed into online assessments for teachers to complete, anonymously, to determine content area strengths and weaknesses K-12. Assessment questions were developed based on the PA Academic Standards. Teachers took the assessment based on the standard benchmarks designated for the year above and closest to that they were teaching. The assessment was discontinued shortly after Governor Rendell took office in 2003 (*Governor's Executive Budget 2000-01*, 2001).

1.3.1 Review of Act 1999-48

The law applies to any individual holding a Pennsylvania school certification, including Instructional I and II, Education Specialist I and II, Administrative, Supervisory, Letter of Eligibility and all vocational certificates, as well as any non-certified individual employed as an educator at a Pennsylvania approved charter school. In addition to mandating CPE requirements for all certified educators, the act also establishes requirements of the Secretary of Education, PDE, Intermediate Units, public schools, vocational schools, and charter schools in the Commonwealth of Pennsylvania to set guidelines for CPE activities, as well as for the reporting and management of those activities (Table 3) (24 P.S. §§ 12-1205.1 et seq.).

Act 1999-48 defines the obligations of all PA certified educators as being 6 credits and/or 180 hours of CPE every five years to maintain an “active” certificate (24 P.S. § 12-1205.2(a)). The credits/hours may include any combination of collegiate studies, CPE courses or other programs, activities or learning experiences (24 P.S. § 12-1205.1(c.1)). Educators certified by

Table 3: Act 1999-48: Requirements of Educational Institutions in Pennsylvania.

Entity	Mandates	Professional Education Plan	Professional Education Credited Activities (credits/hours)
Secretary of Education and Pennsylvania Department of Education (PDE)		<ul style="list-style-type: none"> Establish guidelines for professional education plans. Organize collection and approval of plans. 	<ul style="list-style-type: none"> Provide min. of 40 hrs. CPE courses, programs, activities or learning experiences free. Establish a system for maintaining records of credits and CPE hrs. Establish and designate Approved Provider Status. Provide notice of credits or hrs. needed for a professional educator Provide reasonable access to reports and records relating to a professional educator's CPE.
Intermediate Units		<ul style="list-style-type: none"> Submit a 3-year plan. Annually review plan to determine if it continues to reflect the needs of the school entity, strategic plan, and needs of its employees, students and community. Specify the professional education needs that will be met by completion of each CPE option and how it relates to areas of assignment and certif. 	<ul style="list-style-type: none"> Identify acceptable CPE activities. Approve and/or deny CPE credits and hrs. Report completion of all CPE activities provided by the provider to the PDE, the school entity that employs the professional educator, and the professional educator.
Public Schools		<ul style="list-style-type: none"> Submit a 3-year plan. Annually review plan to determine whether or not it continues to reflect the needs of the school entity, strategic plan, and needs of its professional employees, students and community. Specify the professional education needs that will be met by completion of each CPE option and how it relates to areas of assignment and certification. 	<ul style="list-style-type: none"> Identify acceptable CPE activities. Approve and/or deny CPE credits and hrs. Report completion of all CPE activities provided by the provider to the PDE, the school entity that employs the professional educator, and the professional educator.
Vocational-Technical Schools		<ul style="list-style-type: none"> Submit a 3-year plan. Annually review plan to determine whether or not it continues to reflect the needs of the school entity, strategic plan, and needs of its professional employees, students and community. Specify the professional education needs that will be met by completion of each CPE option and how it relates to areas of assignment and certification. 	<ul style="list-style-type: none"> Identify acceptable CPE activities. Approve and/or deny CPE credits and hrs. Report completion of all CPE activities provided by the provider to the PDE, the school entity that employs the professional educator, and the professional educator.
Charter Schools		No requirements.	Maintain records of uncertified teacher or administrator who is employed full-time.
Private Schools		No requirements.	No requirements.

Source: Act 1999-48, 24 P.S. §§ 12-1205.1, 1205.2, 1205.3 (1999).

the state of Pennsylvania prior to July 1, 2000 were given until June 30, 2005 to complete their initial credit hour requirement. The deadline for all educators certified as of July 1, 2000 is defined as five years from the month and year of certificate issuance. For instance, an individual whose Instructional I certificate was issued on December 5, 2003 would have until November 30, 2008 to complete the CPE requirements. The deadline is designated based on the initial education certificate issued, most commonly the Instructional I certificate. Educators who received their education and initial certificate out-of-state and apply for a relative PA certificate(s) begin their CPE obligations upon issuance of the PA certificate for which they applied. Those individuals who earn more than the 180-hour requirement may not transfer additional hours to their next cycle. However, all CPE activities will be recorded by the PDE until the deadline passes. At that time, the record is expunged, deleting all records of the activities, and the new cycle begins.

Educators who do not meet the required CPE requirements by the established deadlines will have their certificates designated as “inactive.” Inactive status disqualifies the educator from being employed as a full-time employee of any school entity in the state of Pennsylvania; however, the individual may participate as a temporary substitute teacher for no more than 90 days during any school year. An educator with an inactive certificate must meet the CPE requirements prior to reinstatement of an active certificate. Educators have the opportunity to appeal any determination of an inactive certificate to the Secretary of Education pursuant of the Pennsylvania Public School Code (24 P.S. § 12-1205.2(i)).

Individuals holding a PA education certification may request the inactive certificate designation. This is a logical for those who have chosen not to pursue a career in education as a temporary or professional employee. The request of inactive status suspends the CPE

requirements. Once the inactive status is removed, the individual will have the same number of credit hours and the same amount of time to earn the credit hours as at the time the inactive status was designated.

Example: Mike Smith received his Instructional I certificate in July 1999 after earning his Bachelor's Degree in Elementary Education. He did not get a teaching job in an elementary school prior to the school year starting in August 1999. He secured a position in his father's construction business rather than pursuing a temporary substitute teaching position. Mr. Smith applied for and was designated inactive status in July 2000. He did not complete any CPE activities since his graduation. Mr. Smith decides in December 2005 that he no longer wants to work in the construction business and requests that his inactive status is removed. In February 2006, his inactive status is officially removed by the Department of Education. Mr. Smith must earn the six credits and/or 180 hours of CPE by January 31, 2011.

The law gives Secretary of Education and the PDE the authority and responsibility to organize, implement, and evaluate the CPE program through which educators must earn their credit hours. The responsibilities of the secretary and PDE include: (1) development and evaluation of Professional Education Plans, (2) designation of Approved-Provider Status, (3) maintenance of CPE and records, (4) supervision of credit hour compliance, (5) offering of free CPE activities, and (6) annual communication of progress to the state Senate and House of Representatives.

1.3.2 The Professional Education Plan

1.3.2.1 The Professional Education Plan and the Law

On behalf of the Secretary of Education, PDE must oversee the development, collection, evaluation, and approval of the professional education plan of each school entity in the state of Pennsylvania, including intermediate units, public schools, and vocational-technical schools. Each school district's professional education plan must be reviewed and updated annually. A revised professional education plan must be submitted to the secretary every three years. Table 4 provides an overview of the requirements for the professional education plan as stated in Act 48. The mandate includes the creation of a professional education committee to oversee the construction, review, submission, and management of the professional education plan. The committee must include equal numbers of representatives of all stakeholders listed in the table. The Board of Directors of each school district must approve the plan before it may be submitted to PDE for approval (24 P.S. § 12-1205.1(b)).

The law states that the content of the plan must meet the needs of the stakeholders, maintain alignment with the goals established in the district strategic plan, and define how the school district will meet those needs. School districts must identify in the plan what types of activities will be accepted for Act 48 credit and what providers of CPE is acceptable, based on the provisions established in Act 48 (24 P.S. § 12-1205.1(c)). School districts may also partner with other organizations, such as other school districts, and institutions, such as post-secondary universities, to provide appropriate CPE activities for educators (24 P.S. § 12-1205.1(c.2)).

Although the law clearly outlines the content of the plan, PDE is obligated to provide school entities with a structure by which they are to follow to develop the plan. PDE produced a set of guidelines for professional development plans, called the Act 48 Professional Education Plan Guidelines, providing structure and clarifying the language in the law to assist school leaders in the development of the plans.

Table 4: Act 1999-48: Requirements of the Professional Education Plan.

Components	Professional Education Plan Requirements
Preparation	Committee composed of: <ul style="list-style-type: none"> • teacher representatives (divided equally among elementary, middle and high school teachers chosen by the teachers) • educational specialists (chosen by educational specialists) • administrative representatives (chosen by administrators) • parents of children attending the school entity (appointed by the board of directors) • local business representatives (appointed by the board of directors) • community representatives (appointed by the board of directors).
Approval	Approval by the board of directors is required prior to submission to PDE.
Focus of Content	The plan must: <ul style="list-style-type: none"> • Address activities that reflect the needs of the school entity and strategic plan, professional educators, students, and community. • Describe how the plan meets the educational and staff development needs of the school entity, professional educators, students and community.
CPE Options	Options may include, but are not limited to: <ul style="list-style-type: none"> • collegiate studies • continuing professional education courses taken for credit, • curriculum development • program design and delivery activities • participation in professional conferences and workshops • review, redesign, and restructuring of school programs, organizations and functions • in-service programs that comply with guidelines established by PDE • early childhood and child development activities K-3 • special education activities • continuing professional education courses, programs, activities or learning experiences sponsored by the department
Partnerships	The plan: <ul style="list-style-type: none"> • may include joint or cooperative activities with another school entity or an institution of higher education • will identify any provider approved by the committee to provide CPE activities (providers must provide the school entity with official notice of credits or hours of CPE activities completed by professional educators).

Source: *Act 48 Professional Education Plan Guidelines*, Pennsylvania Department of Education, 2002.

1.3.2.2 The Original Professional Education Guidelines

The Act 48 Professional Education Plan Guidelines were initially posted by PDE on their website in November 2002. In January 2007, a draft of newly proposed guidelines was posted. On March 15 2007, PDE posted the newly approved Act 48 Professional Education Plan Guidelines to be implemented “immediately” (Sutter, 2007).

The original structure of the Act 48 Professional Education Plan Guidelines included four sections including: (1) introduction to Act 48, (2) criteria for acceptable professional education activities, (3) recommended process for plan preparation and required components of the plan, and (4) activity reporting requirements. The guidelines also include the professional education plan signature form (required for plan submission), a professional education plan checklist, a sample professional education action plan, and a sample activity competency evaluation form (*Act 48 Professional Education Plan Guidelines*, PDE, 2002).

Section 1 provides an introduction to Act 48 and to the purpose of the guidelines. In Section 2, PDE identifies the professional education criteria. The guidelines state that the goal of all professional education activities must be to increase student achievement to be measured, ultimately, by achievement of the PA academic standards. PDE states that for student achievement to improve, professional development must change practice, address organizational goals, and provide sufficient support over time to master new skills. Each school district’s professional education plan needs to “strike a balance between content, pedagogy and other skills needed and include evidence that they meet the professional education criteria” (*Act 48 Professional Education Plan Guidelines*, PDE, 2002, p. 2). The guidelines further identify the

following criteria to ensure high quality professional education for educators. According to PDE guidelines, each CPE activity must:

1. Be related to attainment of the PA Academic Standards and high quality instruction.
2. Be planned in response to a need of the school entity and its professional employees, which has been identified for a target audience.
3. Have clear and concise, written content and skill based competencies.
4. Include content and instructional methods that are appropriate for the intended competencies to be mastered.
5. Be planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.
6. Be research-based, data drive and contributes to measurable increases in student achievement.
7. Provide sufficient support and resources over time to enable individuals to master new skills.
8. Contribute to building learning communities and continuous improvement.
9. Require that participants demonstrate attainment of the competencies.
10. Be evaluated by the participants.

In Section 3, the guidelines provide assistance to school district in clarifying the language in Act 48 that details the preparation of the professional education plan. The selection of committee members, as stated previously, must represent all stakeholders identified in the law. The committee members representing each group must be chosen by its representative leadership, including: teacher representatives (equal numbers from high school, middle school, and elementary school), educational specialists, administrative representatives, parents of children attending the school, local business representatives, and other individuals representing the community. The board of directors serves as the leadership body that appoints the committee members that directly represent the parents and local community citizenship.

The content of the plan must include the identification of goals specific to the professional education needs of the school community and how the district plans to ensure that the goals are met. Prior to the development of the goals, school districts must assess the educational and staff developmental needs of the school entity, itself, educators, staff, students, and local community. PDE expects that the development of goals established in the professional education plan will be driven by data collected through the needs assessments and will be aligned to the district strategic plan.

As part of the delivery system, PDE recommends that school districts establish philosophy and procedures that provide for the development of learning communities. Professional education activities are to be intensive, extending for at least one hour (with the allowance of one half hour increments following), and based on data indicating the potential for higher student achievement. Opportunities for educators to implement new knowledge and skills are recommended to allow for mastery.

The guidelines provide a list of the types of CPE activities that are acceptable for Act 48 credit, which is also required, as stated previously. School districts have some flexibility in determining the specific content of the activities, as long as the activities are aligned with the strategic plan (24 P.S. § 12-1205.1(c)) and the PA Academic Standards (*Act 48 Professional Education Plan Guidelines*, PDE, 2002). However, there are some content mandates that must be identified in the plan. All school districts must provide professional education activities to all teachers, administrators, and support staff that address: (1) improving achievement of English language learners (ELL) and students with limited English proficiency (LEP) on the PA academic standards, (2) cardiopulmonary resuscitation training (at least once every three years), and (3) special education for gifted students. There is no specific language in the guidelines that

mandate CPE activities focused on special education for students with Individualized Education Plans (IEP), though it is stated in the Basic Education Circular (BEC) for *Inclusion of Special Education Students* that PDE expects school districts to provide classroom teachers with the training and support they need to allow the teachers and students to achieve success, as determined by state regulations in the PA Public School Code (22 Pa. Code § 14.102(a)(4)) and federal regulations as determined by NCLB (20 U.S.C. §§ 1001 et seq.) and IDEIA (20 U.S.C. § 1401 et seq.).

In order for school districts to demonstrate the organization and access to resources required to be successful in meeting the goals identified in the professional education plan, PDE suggests that all school district include detailed action plans. The guidelines provide recommendations for the design of the action plans that include the descriptions of the programs as well as the needs, actions, participants, providers, timelines, and evaluation methods for the programs the districts deem appropriate based on the evaluation of data collected through the needs assessments.

Approval of the professional education plan is required at two different levels, the school district board of directors and PDE. Once the plan is approved by the board of directors, the school district must submit the professional education plan to the PDE, who then approves the plan once all required components are successfully completed. The plan must be reviewed and revised, as needed, annually. However, a revision only needs to be submitted to PDE every three years. The annual review should include the evaluation of the goals, activities, and delivery system, as well as the attainment of competencies for each activity approved by the school district. PDE recommends that school districts utilize Guskey's five levels of evaluation of professional development, which includes (1) participant reaction, participants' learning, (3)

organization support and change, (4) participants' use of new knowledge and skills, and (5) student outcomes (1998).

Section 4 focuses primarily on the requirements of reporting of Act 48 activities to the state. This section is divided into two parts: Professional Education Plans and Professional Education Hours/Credits. The first part of Section 4 clarifies what PDE requires for state approval of the professional education plan. In this part, PDE provides a list of eleven components that must be included in the professional education plans submitted to the state:

- (1) Description of the individuals who developed the plan and how they were selected;
- (2) Description of the needs assessment and how the plan meets the needs of the stakeholders of the school community;
- (3) Description of professional education goals to be met and the types of professional education activities to be accepted;
- (4) Evidence of ELL/LEP focused training;
- (5) Evidence of CPR training;
- (6) Evidence of Gifted focused training;
- (7) List of providers, courses, programs, and activities approved by the committee;
- (8) Action plans that include objective(s), actions to take place, timelines, responsible individuals, and evaluation procedures;
- (9) Description of the review process;
- (10) Evidence that the plan meets the criteria and balance detailed in Section 2;
and
- (11) Completed signature form.

The latter part of this section details the process by which school districts and other approved providers must notify PDE of the successful completion of professional education activities. In accordance with Act 48, PDE developed an online system that approves and

manages professional education activities and the records of each educator certified in Pennsylvania called the Professional Education Reporting Management System (PERMS), which will be further discussed in this chapter. Upon approval of the professional education plans, school districts were issued a password to PERMS.

1.3.2.3 The New Professional Education Plan Guidelines

The revised Act 48 Professional Education Plan Guidelines were posted on March 15, 2007. The main purpose of the revision was to address concerns PDE had regarding the content and quality of the CPE activities submitted to PDE for Act 48 credit, based on the titles of the activities. PDE reviewed sample CPE activities submitted through the online system to evaluate the appropriateness of the activities. Samples submitted by various types of approved-providers – including school districts, colleges, intermediate units, etc. – were reviewed (Sutter, 2007).

The changes to the Professional Education Plan Guidelines focus primarily on the content and structure of appropriate CPE activities. The Professional Education Plan Guidelines are organized into four sections. Similar to the original guidelines, the new guidelines include an introductory section and a section focusing on professional education criteria. The final two sections of the guidelines are restructured to identify allowable professional education activities and recommended preparation of the professional education plan.

PDE established more detailed criteria for CPE activities provided by and/or sponsored by school districts for Act 48 credit. The original and new guidelines clearly state the expectations for CPE activities, including a focus on PA Academic Standards and on the needs of the students. The main difference is the specificity PDE requires in the identification of “approved professional development” in the new guidelines (*Act 48 Professional Education Plan*

Guidelines, PDE, 2007, p. 3). The professional education plans submitted by school districts will be evaluated based on the following criteria:

- (1) Professional development decisions are based on student needs and evaluated by using student data;
- (2) Professional development activities have content that will increase student learning; and
- (3) Professional development is provided through a process that is most likely to result in sustained improvement.

School districts are expected to meet the established criteria by complying with guidelines for CPE activities designed specifically for the following groups of educators: early childhood, elementary, secondary and special education teachers; school and district administrators; school counselors; and educational specialists (Table 5). In addition, PDE provides examples of acceptable and unacceptable CPE activities for each group to assist school districts in structuring and approving appropriate CPE activities for their employees.

PDE also made some adaptations to the structure of acceptable CPE activities. Originally, school districts could submit CPE activities as either a course or an activity. Courses had to include fifteen hours of in-class time and fifteen hours of out-of-class time for each credit requested. In the past, school districts could submit credit courses for approval. Activities had to be submitted for at least one hour, with additional increments of no fewer than thirty minutes. There are three significant changes in the structure of acceptable activities, one being the addition of a multi-session program. These changes are clearly stated in PDE's definition of the three types of acceptable CPE activities (*Act 48 Professional Education Plan Guidelines*, PDE, 2007, p. 10):

- (1) A **course** is a series of lessons offered for credit by a college/university or intermediate unit where each credit is equivalent to 14 hours of study and 16 hours of related assignments culminating in an evaluated final product.
- (2) A **program** is a series of related [CPE] 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.
- (3) **Activities** are the components of programs such as training sessions, specific and relevant conference sessions, walkthroughs, and the alignment of curriculum and standards.

Table 5: Allowable CPE Activities.

Groups of Educators	CPE Requirements
Early Childhood, Elementary, Secondary, and Special Education Teachers	<p><u>Content Area</u>: To participate in content-specific professional development within their area of certification or assigned work over the course of the plan. All teachers certified in Special Education are encouraged to obtain at least half of their required hours for Act 48 in one or more academic content areas.</p> <p><u>Teaching Practices</u>: To participate in professional development activities that advance high-quality classroom instruction over the course of the plan.</p> <p><u>Meeting the Needs of Diverse Learners</u>: To participate in CPE focused on enhancing their ability to teach diverse learners in the least restrictive environment, with a focus on students who are below proficient or below grade-level.</p>
School and District Administrators	To participate in CPE activities that meet the PA Inspired Leadership (PIL) core standards, as described in criteria B5 through B8.
School Counselors	To participate in content-specific professional development applicable to their assigned level of work over the course of the plan, which should include training based upon research of effective practices to build capacity to address the needs of diverse learners who are below proficient or below grade-level.
Educational Specialists	To participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically, which may include training in how to reduce health problems and prevent risk behaviors that delay student learning.

Source: *Act 48 Professional Education Plan Guidelines*, Pennsylvania Department of Education, 2007.

A course must now be submitted by a college/university or intermediate unit and although the total number of working hours is still 30 hours per credit, the breakdown of the hours changed slightly. In the past, PDE would not accept activities that were less than thirty minutes in length. Now, if the activity is part of a program that meets the guidelines, a thirty minute session(s) may be included in the culminating number of hours submitted for that program (i.e., technology trainings that occur once a week before school for thirty minutes for 7.5 weeks equaling a total of 3.5 hours). Though the structure of an activity has not changed, the changes in the acceptable content limit what activities school districts and other approved-providers can submit for Act 48 credit. For example, intermediate units cannot submit for Act 48 credit a two hour superintendents' meeting, entitled "Superintendents' Meeting." If the meeting included some type of training, credit can be given, but the name of the activity must represent the training, the overall purpose of the meeting itself.

1.3.3 Approved Provider Status

1.3.3.1 Approved Provider Status and the Law

In order for CPE activities, courses, and learning activities to be approved for Act 48 credit, they must (1) be provided by PDE, (2) meet the criteria established in a school district's Professional Education Plan or (3) be provided by an "approved provider." Colleges, universities, and other organizations interested in providing PDE-approved CPE for Act 48 credits and/or hours must apply to the PDE to become an approved provider. The purpose is to "ensure that credits and hours of continuing professional education are of high quality and designed to significantly advance the goals of improving and updating the educational skills of professional educators in

this commonwealth” (24 P.S. § 12-1205.2(d)). The guidelines are to include a process to approve providers of collegiate studies; CPE courses; and CPE programs, activities, or learning experiences. The law requires that approved providers must be identified in school district’s professional education plan to be approved for Act 48. The law provides the Board of Directors the discretion to determine what approved providers and CPE activities can be approved if the district is funding the activity. Activities may be denied for submission for Act 48 credit if it is not aligned with the goals of the professional education plan (24 P.S. § 12-1205.2(e)).

1.3.3.2 The Original Approved Provider Guidelines

The Approved Provider Guidelines were initially posted by PDE on their website in July 2002. On March 15 2007, a draft of newly proposed guidelines was posted. Though the new guidelines have not been approved, it is likely that they will be approved in the near future (Sutter, 2007).

The original structure of the Act 48 Approved Provider Guidelines includes four sections including: (1) introduction to Act 48, (2) procedures for colleges and universities, (3) procedures for organizations and/or individuals, and (4) procedures for CPE courses. The guidelines also include working definitions and sample documents, including: (1) Approved Provider application for colleges/universities, (2) application for Continuing Professional Education Design Team, (3) sample Continuing Professional Education Learning Experience Evaluation, (4) Professional Education Records Management System Summary, (5) sample agency letterhead informing participants of successful completion of an activity, (6) PDE Continuing Professional Education Course Review Form, and (7) Faculty Data Sheet.

Section 1 provides an introduction to Act 48 and to the purpose of the guidelines. This section clarifies what organizations may apply to be approved providers. The law identifies the following organizations that may be approved providers:

1. PA Department of Education;
2. School entities, including charter schools;
3. Scotland School for Veterans Children and Scranton State School for the Deaf, educational associations and organizations;
4. Colleges, universities and community colleges;
5. Education partnerships;
6. Consortia;
7. Service agencies; and
8. Others organizations that provide professional education activities for educators.

If an organization does not have approved provider status, school districts have the authority to submit CPE activities to the state for Act 48 approval on behalf of the organization if the activities are aligned with the goals identified in the professional education plan. The school district then assumes the responsibility of the provider of the activity. School districts that fail to submit an approved professional education plan or fail to follow the guidelines are subject to penalties, including the withholding of funds. Failure to meet guidelines could also result in the denial of CPE activities for Act 48 credit.

In Section 2, colleges and universities are instructed on how to apply for approved provider status. If accredited, colleges and universities are automatically recognized as approved providers for credits at the collegiate level, undergraduate or graduate. However, individual post-secondary institutions must apply to PDE to be listed as a registered approved provider and to receive the password to PERMS for submission of credits, which consists of the submission of

a one page form that identifies the institution and administrator of the Act 48 collegiate credit submission. If colleges and universities provide non-credit CPE activities, there are two options for submission of the CPE credited hours. A school district may choose to submit the hours for the educators if the institution is identified in the professional education plan and the activities are aligned with the goals in the plan. The school district is then acknowledged as the approved provider, and the institution is considered a subcontractor. Colleges and universities also have the option of applying to PDE to be a state-approved provider, which would include following the procedures as any other organization applying for the status as stated in the next section of the guidelines.

Section 3 includes the specific course of action by which organizations need to abide to be granted approved-provider status. This section is organized in four different units, including the content required for application, approved-provider responsibilities, criteria and expectations for CPE programs, and sub-contracting by approved-providers.

The application for approved-provider status for Act 48 credits/hours in Pennsylvania varies for different types of organizations. As previously stated, school districts must submit a state-approved professional education plan to be registered as an approved provider. Colleges and universities must submit a one-page form to be registered as an approved-provider for collegiate credits. To submit non-credit activities, post-secondary institutions must complete the same application process as other private, public, business, or professional organizations. The application includes:

1. A letter of intent to operate CPE activities or courses;
2. The name, address, telephone number and email address of the individual responsible for the design and coordination of the CPE program;
3. A list of the design team members and their credentials;

4. Documentation of the need for the provider's services; and
5. A three-year timeline of planned educational program.

Out-of-state businesses and non-profit organizations must have additional paperwork submitted for their applications to be considered for approval. An out-of-state business or non-profit must also apply for a signed Certificate of Authority to conduct business in Pennsylvania from the Department of State. In addition, sole proprietors must submit an Application for Fictitious Name from the same department. By law, out-of-state businesses and non-profits that do not have a PA address may enter into a contract with a Commercial Registered Office Provider (CROP) in lieu of having a registered office in the state. Upon approval of all required paperwork, the organization receives a letter from PDE granting a password to PERMS, and, in doing so, PDE grants the organization permission to conduct the CPE activities identified in the three-year plan. Organizations must re-apply for approved provider status every three years by submitting a new application for approval.

This section also outlines the responsibilities by which all approved-providers must abide, which includes:

1. Adopt policies governing the CPE activities offered;
2. Conduct ongoing needs assessments of professional educators and the educational community, including individual educators;
3. Design, sponsor, organize, promote and coordinate CPE for professional educators;
4. Evaluate the courses and/or programs and maintain the data for eighteen months;
5. Maintain records for each CPE activity for five years, including program description, roster, faculty data, and evaluations;
6. Submit credits/hours to PDE through PERMS;
7. Provide participants with a record of the programs and credits/hours earned;

8. Maintain a liaison with the Division of Professional Education and Planning Regional Directors; and
9. Ensure that all CPE activities adhere to the criteria and expectations identifying the guidelines.

Though the law states that “an approved provider shall notify the department, the school entity that employs the professional educator and the professional educator of the successful completion” (24 P.S. § 12-1205.2(g)(2)) of a CPE activity, the requirements listed in the guidelines do not address notification to the school districts that employ the professional educators.

The following criteria must be upheld for each CPE Program sponsored by an approved provider:

1. Includes content that is planned in response to an educational need identified by a target audience for each activity;
2. Consists of clear, concise, written content and skill-based competencies for each activity;
3. Provides qualified instructional personnel (holding a degree or other education/experience appropriate to the subject matter taught) to teach each activity;
4. Provides appropriate content and instructional methods for intended competencies identified for each activity;
5. Includes demonstration by all participants of competency attainment through performance-based assessment for each activity;
6. Includes written evaluations completed by all participants of each activity;
7. Includes description of the organization system coordinating and providing the activities;
8. Submits records within thirty days of the conclusion of the program;
9. Maintains complete records for each activity for five years;

10. Provides an appropriate environment and support services for each activity;
and
11. Includes only time-on-task towards the credited hours submitted.

School districts that agree to submit CPE activities provided by a subcontractor acknowledge that the activities provided by the subcontractor meet the criteria established in the guidelines.

Section 4 focuses primarily on the guidelines for CPE courses for credit rather than hours. Professional educators that participate in CPE courses may utilize the credits for both Act 48 requirements and Instructional II requirements only if the courses are approved by the Bureau of Teacher Certification. Only courses provided by four-year degree granting colleges and universities and intermediate units will be approved by the bureau for credit towards Instructional II certification (*Level II Instructional Booklet*, PDE, 2006). Intermediate units in the state of Pennsylvania have the authority to subcontract instructors for the CPE courses they submit. In this way, school districts and other organizations may provide CPE courses for Instructional II and Act 48 credit to professional educators if the intermediate unit administrators submit the courses for them. This provides an additional incentive for novice educators who have not earned their Instructional II certification to take the courses. All courses must meet the criteria established by PDE.

The guidelines state that approved providers must submit course information to the state electronically through PERMS if the organization has Internet access. Those organizations that do not have Internet access may submit credits by mail. Course information must be submitted thirty days prior to the start of the course. For PDE approval, course information must include the Application for Approval of a Continuing Professional Education Course for Credit, appropriate course components, and Faculty Data Sheet(s). Additional requirements include:

1. fifteen hours of instruction and fifteen hours of out-of-class work for each credit;
2. Submission prior to the start of the activity;
3. Course approval for each new course; and
4. Electronic submission of courses for approval (as appropriate).

Approved providers may offer a state-approved course more than once only if the following apply: (1) the competencies or framework have not been substantially altered and (2) the course received a significant number of negative evaluations. A state-approved course that has been significantly changed is classified as a “new course” and requires resubmission for state approval. Approved providers may be required to submit to a state audit if requested which may include submission of evaluation data and acceptance of on-site evaluations to ensure the program is of high quality. An appeals process is available to approved providers whose courses were denied.

The criteria for course approval are significantly more extensive than the criteria for a non-credit CPE activity. Participants who successfully complete a CPE course receive double the credit hours than that of a CPE activity due to the out-of class requirements of the course (Table 5). Table 6 Continuing Professional Education Course Criteria provides a description of the components that are required for a course for Act 48 credit as defined by PDE guidelines. It is expected that the instruction in a CPE course is rigorous, focused, and highly developed, focusing on content/knowledge that is developed or enhanced over the time allocated for the course. Time allocation must include and equivalent number of out-of-class hours spent on course-related work (i.e., reading materials, planning activities, researching topics, etc.). Successful completion of the course must include attendance to all sessions of the course and completion of all in-class and out-of-class assignments. Any course outline that does not meet

any of the components successfully will not be approved.

Table 6: CPE Activity Act 48 Credit Requirements.

<u>Type of CPE</u>	<u>In-class Time Allocation</u>	<u>Out-of-class Time Allocation</u>	<u>Approved CPE Hours</u>
CPE Course	15 hours	15 hours	1 credit = 30 hours
CPE Activity	3 hours	0 hours	3 hours

Source: *Act 48 Approved Provider Guideline*, Pennsylvania Department of Education, 2002.

1.3.3.3 Proposed Changes to the Approved Provider Guidelines

The structure of the proposed Approved Provider Guidelines is a noticeable revision. Rather than four sections, the proposed guidelines now are organized in five sections: (1) introduction, (2) eligible professional development providers, (3) professional education criteria, (4) professional development provider criteria, and (5) approved provider requirements.

The newly proposed guidelines, recommend changes in both the professional development provider criteria and the approved provider requirements. New and current approved providers must abide by the PA Professional Education Criteria established by PDE in the Professional Education Plan Guidelines released in March 2007. CPE activities are to be aligned to the PA Academic Standards, as appropriate. PDE emphasizes the importance of the application of adult learning theory in the delivery of the CPE, as well as “course curriculum that is based on research or best practices and a delivery model that emphasizes sustained, job-embedded professional development activity” (*Act 48 Approved Provider Guidelines Draft*, PDE, 2007, p. 7). As in the original guidelines, approved providers must survey the participants

of each activity; however, PDE recommends that the evaluation also focus on determining “the program or course’s impact on student learning and school success” (p. 7).

PDE also suggests that changes be made in the requirements of approved providers. Initially, there was no time requirement for the submission of CPE activities to PDE for Act 48 approval. PDE now proposes that approved providers submit all activities for approval within thirty days of the completion of the CPE activity, though the PERMS system currently is not capable of managing such a request (Sutter, 2007). Approved providers must still maintain records for seven years; however, the records must also consist of a course/program description, in addition to the faculty data, participant rosters, and evaluations (*Act 48 Approved Provider Guidelines Draft*, PDE, 2007).

Potentially, the most significant change proposed by PDE is related to subcontractors employed by approved providers to provide CPE to educators. Based on the existing guidelines, approved providers may utilize subcontractors to provide services to educators without approval from PDE. It is required that the approved provider identify appropriate subcontractors in the professional education plan (submitted by school districts) or in the application (submitted by other approved providers). School districts have been permitted to include “other” upon the list of district-approved subcontractors in the plan, as long as any unlisted subcontractors are added to the plan as part of the annual review. Though the draft of the new Approved Provider Guidelines clearly state that subcontractors do not require PDE approval, the Professional Education Plan Guidelines state that school districts must (1) identify all subcontractors in their professional education plan and (2) include the subcontractor’s PA Professional Education Provider Application, as approved by the school entity, with the professional education plan (*Act 48 Approved Provider Guidelines Draft*, PDE, 2007). If this policy is enforced, it would surely

limit the number of subcontractors school districts and other approved providers would be able to utilize, since many of the CPE activities that educators attend for Act 48 credit are presented by organizations that are not approved providers. It is difficult for school districts to identify all potential subcontractors three years in advance. (The professional education plan is valid for three years.) Currently, school districts can submit the hours on behalf of the subcontractor if the content meets the requirements of the professional education plan without the completion of an application. School districts could still send educators to these activities; they just would not be able to submit the CPE activity for Act 48 credit, unless the application is completed and on file and the subcontractor is listed in the professional education plan.

1.3.4 Maintenance of Credits and Hours

Act 48 requires approved-providers to submit activities to PDE, provided either by the institution or by an approved subcontractor. The legislature charged PDE also with the responsibility of establishing guidelines for managing and maintaining the credits and hours. The department created an online system by which school districts and any other approved-provider submits the activities to be recorded called the Professional Education Reporting Management System (PERMS).

PERMS manages the records of each PA certified educator and approves and manages all state-approved CPE activities and courses. Beginning in the spring of 2006, PDE announced that all PA certified educators must be assigned a new seven-digit number, referred to as the Professional Personnel Identification (ID). The identification numbers are randomly generated and assigned by the PERMS automated system. The system utilizes the Professional Personnel ID to track the CPE credits and hours each PA certified educator earned towards the required

hours for active certification. The purpose of the Professional Personnel ID is to replace the use of individual social security numbers for identification purposes for Act 48 documentation. To be assigned a Professional Personnel ID, one must provide the educator's name, social security number, and birth date. Either an institution employing PA certified educators or the individual educator may apply for a Professional Personnel ID through PERMS.

At least through the Spring of 2007, the primary use of the Professional Personnel ID will be to provide an alternative to the use of the social security number for educators to use to report and retrieve their CPE credits and hours. This ID is available to educators and public school entities through the public website. The Professional Personnel ID will eventually replace the SSN; but, until further notice, the social security number is acceptable if the Professional Personnel ID is not known. Through PERMS, PDE also approves and manages all CPE courses and activities.

Approved-providers must submit CPE courses and activities for state approval through the system via the PDE Web Portal. PDE established guidelines for the submission of CPE courses (Table 7) and CPE activities. CPE courses require approval by PDE prior to the start of the course. However, CPE activities do not have to receive PDE approval prior to the start of the activity. Rather, the system approves the CPE activities upon submission after completion of the activity. As long as the CPE activity meets the submission requirements of the system, the activity is approved. PDE places the burden of upholding and maintaining high quality CPE activities on the approved-providers, though the state holds the right to audit an approved-provider if there is a concern with the quality of CPE provided.

Table 7: Continuing Professional Education Course Criteria.

Component	Description
1. Title of Course	Descriptive of the course content.
2. Course Description	* Course content, including a session-by-session course outline. * Clearly identified objectives.
3. Statement of Need	* Assessment data collected from intended audience, * Request by a group, * Administrative requests based on district goals, * Documented needs from state level organizations or professional associations, <u>or</u> * Regulation of the State Board of Education.
4. List of Competencies	* Related to an identified need. * Appropriate to the course content. * Realistic for the time allocated. * Stated behaviorally. * Measurable.
5. Means of Developing Competencies	* Specific teaching strategies. * Pedagogy appropriate for the attainment of stated competencies. * Course text or resources identified. * Clear relationship between the instructional plans and the stated competencies. * Site compatible with the nature of the course.
6. Performance Standards and Assessment Methods	Method of evaluation capable of determining the achievement level of competencies (e.g. questionnaires, interviews, surveys, tests, checklists, observations, oral feedback, critiques by the instructor).
7. Adm. Responsibility	Name and contact information for administrator responsible for the course.
8. Follow-up	Description of any provisions planned for follow-up.
9. Resources Available	* Identification of specific resources used to support the development of stated competencies. * Provision for access to library/laboratory facilities and materials, as appropriate.
10. Plan for Participant Evaluation	* Opportunities for ongoing assessment by participants. * Opportunity for evaluation of instructor by participants.
11. Population	* Identification of target audience. * Explanation of how projected class size and teaching assignment(s) are compatible with the stated need.
12. College Agreement	Attachment of letter of agreement, if collegiate credit is offered.
13. Faculty Data Sheet	* Instructor holds a degree in content area or qualifying work experience. * Instructor contact information and personal information related to education and related work experience.
14. Undergraduate or Graduate Level	<u>Undergraduate Requirements:</u> * Related to the achievement of PA Academic Standards. * Collegiate-level course. * Standards-based. * Contains appropriate resources relevant to the course content. * Addresses needs of the participant and/or participants' school entity. * Designed to expand participant skills/knowledge base. * Qualified instructor, based on established requirements. * Demonstration of attainment of stated competencies by all participants. * Competency-based, consisting of a min. of 15 hours of in-class and outside work. <u>Graduate Requirements, in addition to those stated above:</u> * Taken as a post-baccalaureate course. * Build on existing skills/knowledge as demonstrated through pre-requisites. * Completion of appropriate product for evaluation (project, paper, action plan, etc.).

Source: *Act 48 Approved Provider Guideline*, Pennsylvania Department of Education, 2002.

Upon completion of any CPE course or activity, approved-providers are required to submit the course and enrollment information to PDE. PERMS requires submission of the following information for final approval of Act 48 credits/hours: (1) Professional Personnel ID; (2) full name; (3) IU course number, if applicable; (4) course/activity name; (5) course/activity type; (6) course/activity subject area; (7) college credit type, if applicable; (8) total clock hours; (9) start/end dates; (10) hours attended; (11) credits awarded; and (12) social security number (until further notice). PDE recommends that the activities be submitted within 30 days of completion of the activity, though activities have been accepted with a longer time lapse.

School districts may not approve CPE activities that are not aligned with its strategic plan and professional education plan; however, organizations – businesses, colleges/universities, other school districts, intermediate units, and other non-profits that have approved-provider status may submit CPE activities that are not necessarily aligned to the goals of the school district. PERMS does not currently have the capacity to measure the alignment of activities completed by individual professional educators to the goals of their employers, if they are employed. (Act 48 requirements are required of all PA certified professional educators and are not based upon employment, as are the Instructional II requirements.) There has been no state-level supervision or governance of CPE activity content for individual educators, in relation to their certification and to the goals of the school districts for whom they work. It is the responsibility of the approved-provider to ensure that the activities provided are in alignment to its three-year plan or, as in the case of colleges/universities, the collegiate courses have been successfully completed.

1.3.5 Supervision of Credit Compliance

The same online system also maintains and organizes records of each educator's CPE activities completed and submitted by an approved provider, including the name of the activity and the number of credits/hours recorded, as well as the number of hours earned and the number of hours still required to meet the state-mandated 180 hours of CPE.

The department is also required to inform all educators required to meet the CPE mandates of their status one year prior to their deadline by law. The first deadline for educators certified prior to July 1, 2000 was June 30, 2005. The required communication was not mailed until the week of April 25, 2005, approximately two months prior to the deadline. The letters informed the individuals - who were certified prior to May 2001, who had not yet earned the required number of CPE hours, and who had an updated address recorded with the PDE - that they had the opportunity to apply for and receive a grace period until April 30, 2006 to earn the required hours (*Act 48 Mass Mailing*, PA Department of Education, 2005). The grace period did not extend the educator's next deadline. All educators certified prior to July 2000 are still required to earn 180 hours by June 30, 2010. PDE must also inform all educators certified after May 2001 of their requirements and deadlines one year prior to their individual deadlines.

1.3.6 State-Sponsored Free CPE

To defray the costs of CPE, the law requires the PDE to provide a minimum of 40 hours of CPE free of charge to PA certified educators. PDE has provided credit hours for meetings and trainings that are offered and/or required by the department for education programs, mandates, current issues and trends in education, research-based instruction, among others, at the state's

Pennsylvania Training and Technical Assistance Network (PaTTAN) and other designated areas around the state. The PDE also offers free online courses at the department's website for eligible educators on an ongoing basis. The department utilizes government funding to provide the CPE free of cost to those who are eligible, an individual possessing a PA teaching certificate. Eligible individuals must be employed in an education-related position at an approved place of employment, as full-time educators in public schools, non-public schools, and private schools; as substitutes in schools, as professional staff for PDE, and employees for PDE-approved education-related organizations. Retired educators are also eligible to participate in the program.

The PDE website provides a direct link to a PDE-sponsored website that offers the online courses for eligible educators. The Homepage provides various options for educators, including Course Catalog, Course Demo, Instructions to Get Started, Eligibility for Free Courses, and Help Center. It also provides opportunities for educators involved in the Reading First Program and employed at a PA Intermediate Unit.

The Course Catalog organizes the online courses by type of practitioner, by content area, and, in some instances, by grade level. An educator can search by type of practitioner, including practicing teacher, substitute teacher, or administrator. Content-focused courses have included Data-driven Decision Making for School Improvement, Early Literacy: Guided Principles and Language Development K-3, K-12 Math: Open-ended Problem Solving, and Technology-based Project Learning.

1.3.7 Act 2006-5 (2006, Feb. 2, P.L. 19, No. 5 § 1)

On February 3 2006, PA passed Act 2006-5 (2006, Feb. 2, P.L. 19, No. 5 § 1) that amended the CPE requirements for PA professional public school retirees (annuitants) identified in Act 1999-

48 (24 P.S. § 12-1205.2), effective April 3, 2006. A memorandum was sent to school districts, intermediate units, vocational technical schools, other school entity identified by the state, and retirees from the Division of Professional Development of the Bureau of Teaching and Learning Support that outlined the changes:

- (1) Online CPE available at no charge to annuitants,
- (2) Act 48 requirements suspended for annuitants who do not return to full time employment (more than 180 days),
- (3) Certification for annuitants remains “active,” and
- (4) Annuitants who return to full time employment for more than 180 days, must fulfill Act 48 requirements beginning on the 181st day.

According to the memorandum, PDE will issue a standard, requiring school entities to report the service of active annuitants in an attempt to monitor employment (*Act 5-2006 amends Act 48-1999 Professional Development Requirements for Retirees*, PDE, 2006).

The amendment enables retired teachers to return to schools to substitute on a limited basis if they wish to do so without the burden of meeting the Act 48 CPE requirements. It is only if they return to work full time for more than 180 days that the CPE requirements must be met. A key element of the language is that the Act 48 requirements become effective *upon the 181st day of the annuitant's return to school service*. Upon the 181st day, PDE expects the annuitant's Act 48 requirements be current. A problem may arise if there is a significant amount of time between the annuitant's date of retirement and his return to active school service and the annuitant did not continue with his CPE.

1.3.8 Annual Communication to the State Legislature

Act 1999-48 requires that PDE submit an annual report to the following individuals and committees: chairman and minority chairman of the Appropriations Committee, the Education committee of the Senate, the Chairman and minority chairman of the Appropriations Committee, and the Education Committee of the House of Representatives. By law, the report must include details about the programs offered by the state, which includes costs and the number of professional educators who have met and have not met the CPE requirements during each compliance period (24 P.S. § 12-1205.2(k)).

1.4 THE ROLES OF CPE IN THE FIELD OF EDUCATION

The roles of CPE in the field of education may be perceived differently among the various stakeholders in the field. One role of CPE, and perhaps the most obvious, is to improve the knowledge- and skill-base of professionals. With new developments in the field, the expansion of knowledge, and the continual advancements in technology, it is appropriate to assume that educators need to be informed of new information, skills, and concepts (Sparks & Loucks, 1989).

Another role of CPE is to assist educators and school districts in meeting the local, state, and federal standards of education. School districts are now obligated to provide and/or support CPE activities that are aligned with local, state, and federal goals due to a number of political, economic, and social pressures. Since the No Child Left Behind Act of 2001 was passed, there have been increased accountability pressures on school districts and educators to prepare students to demonstrate proficiency in core content areas. Though academic standards are

established at the state level, school districts must incorporate those standards into the local curricula while meeting local expectations of education, communicated through the School District Board of Directors as representatives of the local community. This requires schools to collaborate and communicate effectively with the local community to ensure that stakeholders of, undoubtedly, varying beliefs and values are knowledgeable of the school goals for student achievement and the programs that the school intends on implementing to assist students in the attainment of those goals.

Schools dealing with limited local funding and reductions in state and federal funding must attempt to secure state and federal grant funding to provide the programs necessary to meet the needs of the students. Requirements placed on the distribution of funds encourage, if not mandate, the use of established state and/or federally approved research-based, or evidenced-based, programs and the analysis of local data to drive the decision-making process in choosing the most appropriate approved program for the schools. State and federal regulations require school districts to employ “highly qualified” and certified educators meeting established criteria, which includes the demonstration of acquired skills and knowledge through CPE activities that are focused on specific content and aligned with the goals of the school district. All of these factors drive the decision-making process of local school administrators in determining what CPE programs will be provided.

By mandating CPE as requirements for certification/licensure, states have established another key role of CPE, a means to maintain one’s career. Though mandated CPE requirements assure that all certified educators are participating in their professional development, the mandates often fall short of ensuring all activities are aligned with school programs and student needs. States requiring the completion of Individual Professional Development Plans (IPDPs)

and limiting participation in state pre-approved activities have a higher probability of meeting achievement goals, assuming that the pre-approved activities are themselves aligned with established goals. Most states do not require IPDPs choosing to mandate specific activity hours, graduate credits, or degree requirements (Table 17) (Appendix C). The flexibility provided to educators in choosing the types and content of the CPE activities empowers the educators who are dedicated to improving the educational experiences of their students but also facilitates the continuation of mediocrity in education through those who view their positions as a means to take home a paycheck, as opposed to a profession (Houle, 1980; Cervero, 1988).

1.4.1 Transition from “Optional” CPE to “Mandated” CPE

Over the past six years, since the administration of Act 48 policy, CPE in Pennsylvania has transformed from an option for experienced teachers to a requirement. Prior to the inception of Act 48, CPE was required for new teachers to transition to the Instructional II certificate, once referred to as a “permanent” certificate. Once the Instructional II certificate was earned, the motivation to continue with professional education was both intrinsic and extrinsic. Teachers participated in activities and courses due to a personal/professional obligation or desire to improve their classroom instruction or to challenge themselves in earning a higher degree. Many school districts offered monetary incentives, through tuition reimbursement and/or horizontal salary increases, to attain advanced degrees (Joyce & Showers, 1995). Some teachers returned to school due to a furlough or need to change content teaching. Others participated through required in-service activities or program-based workshops. In some instances, teachers did not have to participate in extensive CPE unless they wanted to or were strongly encouraged by their administrators.

With the requirements of Act 48 to maintain active certification and the mandates of NCLB and IDEIA to maintain “highly qualified status,” CPE has become a necessity to meet state and federal standards and receive state and federal funding. The Pennsylvania Department of Education views CPE as opportunities for educators to “be better able to prepare...students to meet the new and more rigorous academic standards and to acquire skills needed to succeed in the workplace in the community” (*Governor’s Executive Budget 2000-01*, 2001). State and federal guidelines for grant funding require that school districts provide their teachers with CPE that is research-based, or evidence-based, to ensure that programs are implemented properly and fully integrated into the daily instructional practices. CPE now must provide a function in school districts. Once, isolated teachers often participated in one-time only workshops and lectures that may or may not influence their teaching, not regulated by building administrators that wanted to maintain status quo. Now, these same teachers must open their doors to their administrators, peers, and community members through orchestrated “walkthroughs” and must collaborate with their peers through peer coaching programs, all with the hopes of improving the academic performance of all students.

1.4.2 CPE through the Functionalist Point of View

The functionalist perspective is based upon the idea “that the professions are service- or community-oriented occupations that apply a systematic body of knowledge to problems that are highly relevant to the central values of society” (Cervero, 1988, pp. 21-22). Professionals, such as educators, provide a service for society, solving established problems utilizing specialized expertise. Professional practice is based upon the utilization of research-based knowledge and skills that are “objective, consensual, cumulative, and convergent” (Schon, in *Effective*

Continuing Education for Professionals, 1988, p. 22). CPE is a function in assisting professionals to improve that knowledge-base, competence, and performance. It is a technical process that requires a planned approach if the implementation of the knowledge and skills is to be maintained successfully (Cervero, 1988).

The assumed goals of the educational system are to prepare students to demonstrate proficiency in the core content areas and to be independent, productive citizens. The service teachers provide is the education of children. Teachers must facilitate learning in a classroom that may have 30 or more individual students bringing their own beliefs, knowledge, skills, attitudes, and learning styles into the classroom. The problems educators face in the classroom on a daily basis are too vast to discuss, including issues of socio-economic status, ethnic and racial differences, gender differences, cultural differences, as well as psychological, emotional, mental health, and social issues. However, schools must find a way to tackle the problems so that students can be successful.

The recent trend in public education is the application of research-based, or evidence-based, instructional strategies, educational resources, and assessment tools. Millions of dollars are spent by government agencies, private foundations, corporations, and universities across the country to develop or enhance practices and instructional and assessment resources for educators to utilize. The successful development of any resource could mean multi-million dollar deals with state governments and school districts across the country. Resources must be based upon proven research, the application of which leads to student success in varied environments, considering the differences that can be found in any classroom.

The basis of Pennsylvania's Act 48 legislation and the guidelines established by PDE are founded in the functionalist framework. The strategic plan of the school district is representative

of the beliefs and values of the community of which it serves (Cervero, 1988). The PDE guidelines state that the educational and organizational goals must “relate to student achievement” (*Ch. 4 Strategic planning Guidelines*, PDE, 2002, p. 2). School districts are required to base these goals “upon an analysis of internal and external needs, leading to the specification of priorities for action and action plans” (p. 4). As part of the current eStrategic Planning online system, school districts are forced to address the goals identified in the strategic plan in all related plans, including the professional education plan. As a result, the CPE activities must both be aligned with the strategic plan goals. In addition, it is expected that any CPE provided for professional employees be evidence- or research-based (Cervero, 1988).

School districts must choose carefully the programs implemented and the CPE that is provided. The CPE must function as a means of preparing teachers to assist the children in meeting the academic standards established by the state and by the school district. Teachers must play an active role in determining what is appropriate for the classroom since they are the ones that must drive the instruction.

Upon a review of the content of the CPE activities provided by school districts and the strategic plan goals approved by the school districts, analysis should show that there is alignment between the CPE activities and the goals. If there is evidence of alignment, then the school district is at least attempting to utilize a planned approach to implement the knowledge and skills needed to improve instruction and the academic achievement of the students (Cervero, 1988). This is the first hurdle that school districts must overcome, identifying appropriate CPE that meet the needs of the school community. Whether or not the goals clearly represent the needs of the school community and whether or not the CPE directly leads to improved student achievement are two quite different issues, and not a critical part of this study.

If the CPE activities do not align with the strategic plan goals for whatever reason, it will be clear that there are problems in the planning approach utilized by the district or the implementation of the plan by the district. If this is the case, the school district must question the content of and/or need for those specific CPE activities.

2.0 METHODOLOGY

The enactment of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.), referred to as Act 48, in Pennsylvania signifies a transition from optional continuing professional education to mandatory continuing professional education (CPE) for all PA certified educators. The Act 48 legislation established mandates for CPE for all certified educators. In addition, the act also established requirements of the PDE, intermediate units, and school entities to set guidelines for CPE activities, as well as for the reporting and management of those activities. School districts are required to submit a professional education plan that establishes the criteria and action plans for appropriate CPE that “reflect[s] the needs of the school entity and its strategic plan and the needs of its professional employes, students and the community” (24 P.S. § 12-1205.1(c)). All CPE activities submitted to PDE by the school districts must be aligned with the goals identified in the professional education plans and, subsequently, to the school districts’ state-approved strategic plans. The review of literature consists of an analysis of the adoption and administration of Act 1999-48 at the state level, macro-implementation. An analysis of the micro-implementation of this policy is vital to determine the degree to which the legislation is being put into practice. The focus of this study is the analysis of specific local practices implemented in southwestern PA schools.

2.1 STATEMENT OF THE PROBLEM

This study examined the extent to which CPE activities of educators in selected Pennsylvania public schools align with the requirements of Act 48. Furthermore, this study examined the extent to which CPE activities of these districts align with their goals as delineated in districts' strategic plans submitted to PDE.

2.2 RESEARCH QUESTIONS

1. To what degree are school districts in compliance with the continuing professional education activity guidelines established by PDE?
2. To what degree do the CPE activities submitted by school districts for Act 48 credit meet the goals of the school districts as determined by the state-approved strategic plans?

2.3 OPERATIONAL DEFINITIONS

2-Tiered Certification Program: State level education certification system that includes two levels of certification.

3-Tiered Certification Program: State level education certification system that includes three levels of certification.

Act 1999-48: Pennsylvania law (24 P.S. §§ 12-1205.1 et seq.) that mandates continuing professional education requirements for all PA certified educators, also referred to as “Act 48.”

Approved Provider: An organization approved by the Pennsylvania Department of Education pursuant to 24 P.S. § 12-1205.2 to provide continuing professional education to PA certified educators for Act 48 credit, which may include the Pennsylvania Department of Education; school entities (including charter schools); Scotland School for Veterans Children and Scranton State School for the Deaf; educational associations and organizations; colleges and universities (including community colleges); educational partnerships; consortia; service agencies; and others that provide learning experiences for professional educators. Providers approved as a subcontractor as part of a school entity plan do not need state approval.

Certificate Issuance: Requirements to earn a teaching or administrative certificate.

Certificate Maintenance: Requirements to keep current certificate(s) valid.

Certificate Renewal: Requirements to update current certificate(s).

Certificate Upgrade: Requirements to move to a higher level of certificate.

Certification: Process that individuals must complete successfully to qualify them to perform the duties of the profession of education, may also be referred to as “licensure.”

Individual Professional Development Plan (IPDP): A state-approved plan that outlines an individual educator’s CPE goals, objectives, and activities; also referred to as an I-Plan, a Professional Development Plan (PDP), or a Professional Growth Plan (PGP).

Licensure: See Certification.

National Board Certification: National level certification issued by the National Board for Professional Teaching Standards recognized by all 50 states.

Professional Education Plan: A school entity plan created by a Professional Education Committee approved by the school district’s Board of Directors that outlines the school district’s professional education criteria, Professional Education Committee, needs assessment, goals,

delivery system, evaluation and revision procedures, approval and submission procedures, and any other information pertinent to the management of continuing professional education in the school district.

Regulatory Framework: This framework is composed of a set of selected policy instruments and an administrative approach utilized by institutions and individuals to carry out a policy's intent; useful in analyzing the structure of federal and state policies, including the substance of the policy and intergovernmental roles and responsibilities by defining the (1) type of assistance provided, (2) program regulations, and (3) program management.

Single-Tiered Certification Program: State level education certification system that includes one level of certification.

Strategic Plan: A document created by a school district that establishes the organizational plans for the school district for a period of six years to be submitted to PDE for approval. The plan must be based upon an analysis of internal and external needs, leading to the specifications of priorities for action and action plans. The plan must be reviewed and revised, as necessary to meet the district's needs, on an annual basis. The plan must include the following: (1) a mission statement; (2) a listing of the school district's educational and organizational goals as they relate to student achievement and high school graduation requirements; (3) a description of academic standards for student achievement; (4) a planned instruction to be offered and the instructional and assessment practices to be used to strive for the academic goals and attain academic standards; (5) an assessment plan to determine the degree to which students are achieving academic standards; (6) a plan for improving students' achievement, (7) a professional development plan; (8) an induction plan; (9) a description of the school district's organization and organizational goals and their relationship to differing student needs within the school

district's goals and the attainment of academic standards, (10) a description of the professional personnel, school library, classroom and other resources the school district plans to devote to the attainment of academic standards; (11) a brief description of the process used to develop the strategic plan, including a list of persons involved in its development; and (11) a plan for additional instructional opportunities for students not achieving at the proficient level (22 Pa. Code § 4.13).

Strategic Planning Phases: School districts in the state of Pennsylvania are required to submit their strategic plans to PDE for approval. School districts were divided into three groups to simplify the submission process for PDE. **Phase 1** school districts were first to submit their strategic plans, with the most recent deadline being September 30, 2006. **Phase 2** school districts must submit their strategic plans by September 30, 2007. **Phase 3** school districts must submit their strategic plans by September 30, 2008.

2.4 METHODOLOGY AND PROCEDURES

2.4.1 Introduction

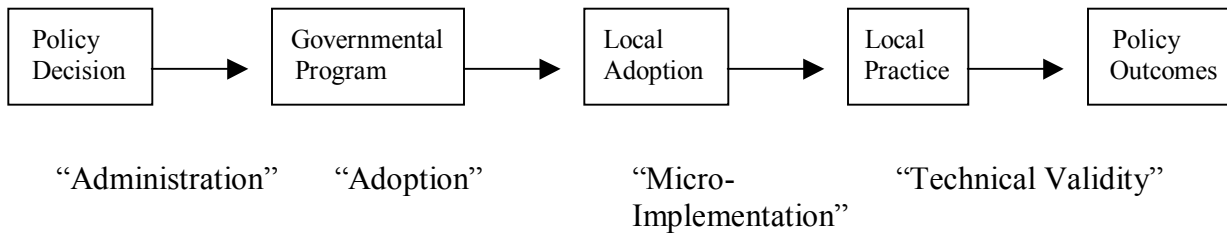
“Education is a shared governmental responsibility in the United States” (Goertz, 2006, p. 701). The context in which policy in education is developed, enacted, and implemented is complex and decentralized, including the federal government, state government, local school districts, and local schools. As the federal and state governments become more involved in the educational process, the management of the implementation and outcomes of educational policy becomes more complicated as many institutions and individuals must operate at various levels within the

system and within different organizational and political contexts (Goertz, 2006). As a result, more institutions and individuals are depended upon to ensure that the policy is, in fact, implemented properly and that the outcomes are identified and reported accurately.

Policy analysis can serve many functions, including the examination of how laws and policies are implemented (Goertz, 2006). To analyze the implementation of policy, it is necessary to understand the stages of policy implementation process, which follows (Berman, 1978; Goertz, 2006):

1. Policy decision to governmental program, or “administration;”
2. Governmental program to local adoption, or “adoption;”
3. Local adoption to implemented local practice, or “micro-implementation;”
4. Local practice to outcomes, or “technical validity.”

Figure 1: Stages of Policy Implementation.



Source: Berman, P. (1978).

The first two stages consisted of the macro-implementation process, including the activities and functions at the federal and/or state level. The last two stages consisted of the micro-implementation process, which includes the practices and results at the local level.

2.4.2 Methodological Approach

This study is a summative study of policy implementation with the purpose of establishing whether Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) was implemented according to its design, as established in the statutory language, and to the guidelines established by PDE. The structure of the study is quantitative, a non-experimental analysis of secondary data, focusing on archival documents at the federal, state, and local levels of the United States education system. In the Review of Literature, an analysis of stages 1 and 2, the macro-implementation process, was conducted (1) to establish the federal influence on CPE in the field of education, (2) to establish a pattern of mandated CPE among the states, and (3) to identify the process by which the legislation developed from the first introduction of the legislation in the House of Representatives to the state level implementation of the initiative.

First, an historical analysis of federal legislation was conducted to establish a pattern of federal influence on the field of education, focusing primarily on the establishment of CPE. Second, the certification/licensure policies and requirements of all 50 states and the District of Columbia were reviewed to determine the degree to which states mandated CPE to earn and/or maintain education certification. Third, archival documents from the state government, including House Bill No. 8 drafts and the final statutory language of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) were analyzed to determine the content and expectations of the legislation. Finally, the regulatory framework was analyzed to determine the degree to which the state met the expectations identified in the statutory language of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.). This included archival documents from PDE - the Approved Provider Guidelines, Professional Education Plan Guidelines, and various documents created to assist educators and school districts with the understanding, implementation, and maintenance of the policy.

The primary focus of this study was an analysis of the micro-implementation of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) and PDE guidelines. The analysis focused on one aspect of micro-implementation, the “implemented local practice,” step 3 of the policy implementation process (Goertz, 2006). The implemented local practice included the alignment of CPE activities (conducted and/or sponsored by the school districts submitted for Act 48 credit) to the strategic plan goals. An analysis of local level archival documents was conducted. Archival documents included school district goals established in the state-approved strategic plans and the lists of CPE activities submitted by each school district for Act 48 credit for the 2005-06 school year. School districts were granted the opportunity to request a copy of their individual school district’s report, as well as the regional report.

2.4.3 Recruitment of Subjects

Letters (Appendix D) were mailed to all school district superintendents of Phase 2 and Phase 3 school districts in Region 7 (Table 8) - including Allegheny, Beaver, Fayette, Greene, Washington, and Westmoreland Counties - to explain the study and request the documents. Documents from at least 35 school districts (60%) from southwestern Pennsylvania, Region 7, was collected and analyzed. Assistance was provided by a local superintendent and intermediate unit representative in contacting school district superintendents, assistant superintendents, and curriculum coordinators through e-mail to request assistance in the collection of documents needed to complete the study. Follow-up phone calls were made as appropriate.

Table 8: Phase 2 and Phase 3 School Districts in Region 7.

SCHOOL DISTRICTS BY COUNTY	STRATEGIC PLAN PHASE	SCHOOL DISTRICTS BY COUNTY	STRATEGIC PLAN PHASE
Allegheny County		Beaver County (continued)	
Avonworth School District	3	South Side Area School District	3
Baldwin-Whitehall School District	3	Western Beaver County School District	3
Bethel Park School District	2	Fayette County	
Carlynton School District	2	Albert Gallatin Area School District	3
Cornell School District	3	Frazier School District	2
East Allegheny School District	3	Laurel Highlands School District	3
Gateway School District	2	Uniontown Area School District	3
Highlands School District	3	Washington County	
Montour School District	3	Avella Area School District	3
Moon Area School District	2	Bentworth School District	3
North Allegheny School District	2	Burgettstown Area School District	2
North Hills School District	2	Canon-McMillan School District	2
Northgate School District	2	Charleroi School District	2
Pittsburgh School District	3	Chartiers-Houston School District	2
Plum Borough School District	3	Fort Cherry School District	2
Riverview School District	3	McGuffey School District	2
Shaler Area School District	3	Peters Township School District	2
South Fayette Township School District	3	Ringgold School District	3
South Park School District	2	Trinity Area School District	2
Sto-Rox School District	2	Washington School District	2
Upper Saint Clair School District	3	Westmoreland County	
Wilkinsburg Borough School District	3	Belle Vernon Area School District	3
Woodland Hills School District	3	Derry Area School District	2
Beaver County		Franklin Regional School District	3
Blackhawk School District	3	Greater Latrobe School District	2
Center Area School District	3	Hempfield Area School District	3
Freedom Area School District	2	Jeannette City School District	3
Hopewell Area School District	3	Kiski Area School District	3
Midland Borough School District	3	Mount Pleasant School District	3
Monaca School District	2	New Kensington-Arnold School District	2
New Brighton School District	3	Norwin School District	3

2.4.4 Exclusion Criteria

The exclusion criteria for this study included (1) strategic planning phases and (2) school district location. School districts that are designated as Phase 1 schools were excluded from this study. The reason for this exclusion was that Phase 1 school districts recently submitted new strategic plans to PDE, with a deadline scheduled for September 30, 2006. This study focused on documents dated from July 1, 2005 to June 30, 2006. Phase 1 school districts' strategic plans from that school year (2005-06) are currently void. Analysis of outdated strategic plan goals was of little consequence to this study and to the school district personnel.

School districts other than those identified in Region 7 were excluded from this study. Region 7 includes the following counties: Allegheny, Beaver, Fayette, Greene, Washington, and Westmoreland Counties. School districts from all Region 7 counties were represented by school districts except for Greene County, all of which are designated as Phase 1 school districts.

2.4.5 Documents to be Reviewed

Public documents from Phase 2 and Phase 3 school districts in Region 7 were reviewed for this study. These documents included: (1) the strategic plan goals identified in the school districts' strategic plans that include the 2005-06 school year and (2) the lists of CPE activities dated from July 1, 2005 to June 30, 2006 submitted by the school districts to PDE for Act 48 credit.

2.4.6 Evaluation Instrument

The evaluation instrument used in this study was the School District Goals and CPE Alignment Scale (Table 19) (Appendix F). This scale is composed of four numeric scores and two alpha scores. The scores were based only upon the data submitted by the participating school districts. The numeric scores were assigned based upon the percentage of submitted CPE activities that were aligned with the strategic plan goals. The alpha scores were assigned if no activities were submitted to the state for Act 48 credit or if incomplete data was submitted to the researcher.

2.4.7 Inter-rater Reliability

Two individuals scored school district documents to establish inter-rater reliability. Documents will be scored independently by two separate individuals. Scores were compared to determine consistency in scoring. This continued until at least 95% consistency was achieved. The second rater independently evaluated 30% of the documents to verify the scores.

2.4.8 Procedures for Conducting the Data Analysis

The analysis focused on one aspect of micro-implementation, the implemented local practice, stage 3 of the policy implementation process (Goertz, 2006). The implemented local practice in question was the submission of CPE activities by local school districts for Act 48 credit. Using descriptive statistics, the researcher established the degree to which the CPE activities submitted by the school districts were aligned to their strategic plan goals.

The data analysis was conducted in three separate stages. Stage 1 included the analysis of each school district's strategic plan goals and CPE activities submitted by the school district for Act 48 credit during the 2005-06 school year. This data was organized in Table 18 (Appendix E). The table was utilized to identify which CPE activities were aligned with which strategic plan goals. A table was created for each participating school district, whose names remained anonymous.

Stage 2 included the scoring of the alignment of the strategic plan goals and CPE activities by school district. Table 19 (Appendix F) outlines the scale used, which includes a total of four numeric scores and two alpha scores. The scores were based only upon the data submitted by the participating school districts. The numeric scores were assigned based upon the percentage of submitted CPE activities that were aligned with the strategic plan goals. The alpha scores were assigned if no activities were submitted to the state for Act 48 credit or if incomplete data was submitted to the researcher.

Stage 3 included the analysis of school district scores by county, and ultimately, by region. Table 20 (Appendix G) was utilized to record the scores of each school district, anonymously, by county. A tally of the scores identified the total number and the percentage of the participating school districts by county and, finally, by region. The data was then analyzed to determine the degree to which the school districts implemented the requirements of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) and PDE guidelines at the local level.

2.5 LIMITATIONS

Limitation 1: This study did not report on all CPE activities undertaken by employees of a school district. Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) permits PA certified educators to earn Act 48 credits by participating in CPE activities that are conducted by approved providers other than the school districts that employ the educators. For example, individuals may take college courses from a local college or university and earn Act 48 credit upon successful completion of the courses, if the institution is an approved provider as designated by PDE. Though approved providers are required by law to inform school districts of their employees' participation in CPE activities, they are not required to get approval from the school districts (24 P.S. § 12-1205.2).

Limitation 2: The determination of compliance of Act 48 and PDE guidelines is limited to the names of CPE activities submitted to the state for Act 48 credit. This study only reviewed CPE activities for credit hours. The current online system established by PDE for submission of *CPE activities for credit hours* only requires that the names of the CPE activities be submitted with the identification of the instructor, provider, number of hours, location, date, and type of activity. This is a limitation based on the organization of the current system. (PDE does require more detailed descriptions of *CPE courses for credit(s)* for approval – including, but not limited to, the course description, syllabus, and competencies required for completion.) Most school districts submit courses for credit through their intermediate units, utilizing the intermediate unit as the approved provider, so that educators can receive both Act 48 credit and Instructional II credit for the same activity.

Limitation 3: This focus group of this study includes only selected districts in southwestern Pennsylvania, identified as Region 7, including Allegheny, Beaver, Greene,

Fayette, Washington, and Westmoreland Counties. The focus group is limited again to school districts that are part of Phases 2 and 3 of the strategic plan development process. These counties are comprised of 100 school districts; however, fifty-eight school districts (58%) are identified as Phase 2 and 3 school districts. As a result, approximately 12% of the school districts in the state of Pennsylvania will be included in this study.

Limitation 4: This study is limited to the review of documents from the 2005-06 school year. This includes: (1) the CPE activities that were conducted and/or sponsored by school districts taking place from July 1, 2005 to June 30, 2006 and submitted to PDE by the school districts for Act 48 credit and (2) the school district goals as designated in the school districts' strategic plans encompassing the 2005-06 school year.

3.0 FINDINGS

3.1 INTRODUCTION

This chapter presents the quantitative findings of this study. The intent of this study is to examine southwestern Pennsylvania public school districts' compliance to Pennsylvania's Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) (Appendix A) for the 2005-06 school year. The Act 48 legislation mandates that all continuing professional education, or CPE, activities submitted to the Pennsylvania Department of Education, also referred to as PDE, must be aligned with the goals identified in the school districts' state-approved strategic plans. The CPE activities sponsored by school districts are expected to build the capacity of the schools to improve the academic performance of all students.

This chapter is organized into three sections: participants and document collection process, data analysis, and responses to research questions. Section 1 consists of an overview of the school districts in Region 7 that participated in the study and of the process of document and data collection. Section 2 includes the presentation and interpretation of the data gained as a result of the document analysis. Section 3 consists of the evaluation of the data as it relates to the posed research questions for this study.

3.2 OVERVIEW OF PARTICIPANTS AND DATA COLLECTION PROCESS

3.2.1 Participants

The sample group for this study included public school districts located in Region 7 in southwestern Pennsylvania, which is composed of Allegheny, Beaver, Fayette, Greene, Washington, and Westmoreland Counties, specifically that are designated as strategic planning Phase 2 and Phase 3 school districts. In Region 7, 58 school districts are identified as Phase 2 and Phase 3 school districts. All counties but Greene County are represented in this study. Greene County was excluded because all the school districts in that county are designated as Phase 1 school districts.

Of the 58 school districts in Region 7, thirty-three school districts (57%) participated in this study. A detailed description of the participation by county is identified in Table 9. The county with the largest number of participating districts was Allegheny County, though the percentage of participation was 57%. The largest percentage of participation was Washington County at 75% participation.

Table 9: School District Participation by County.

PA County	Number of Eligible School Districts	Number of Participating School Districts	Percentage of Participating School Districts
Allegheny County	23	13	57
Beaver County	9	5	56
Fayette County	4	1	25
Washington County	12	8	75
Westmoreland County	10	6	60

3.2.2 Data Collection Process

The first round of data collection included the distribution of letters that were mailed to all school district superintendents of Phase 2 and Phase 3 school districts in Region 7 to explain the study and request the required documents. The documents requested included the strategic plan goals and a list of the CPE activities submitted by the school district to the PDE for Act 48 credit for the 2005-06 school year. School districts were given four different document submission options: (1) email, (2) mailing to the researcher's office or home address, (3) fax, and (4) pickup by the researcher. The researcher also offered to pay any costs that school districts may require to prepare the documents. A total of six school districts responded to the initial request within one week of the mailing of the letters.

A local superintendent and intermediate unit representative assisted with the second round of data collection. The local superintendent assisted by sending an email to the school district superintendents requesting assistance on behalf of the researcher. The email included an overview of the documents requested, as well as the following attachments: the original letter mailed to the superintendents, a sample of strategic plan goals, and a sample list of CPE activities. Meanwhile, a local intermediate unit representative provided assistance by sending a similar email to local intermediate unit directors, assistant superintendents, and curriculum coordinators. The emails were followed by phone calls made by the researcher to the superintendents of the school districts that had not responded to the initial letter mailing. Within two weeks of the emails and phone calls, nineteen additional school districts responded to the request.

The third round of data collection included phone calls to the superintendents of the school districts that had not responded to the previous requests and a presentation made by the

researcher at a curriculum coordinators meeting at Intermediate Unit One. During the final week of data collection, an additional eight schools submitted the requested documents.

3.3 DATA ANALYSIS

The data analysis was conducted in three separate stages. Stage 1 included the analysis of each school district’s strategic plan goals and CPE activities submitted by the school district for Act 48 credit during the 2005-06 school year. This data was organized in Table 18 (Appendix E). The table was utilized to identify which CPE activities are aligned with which strategic plan goals. A table was created for each participating school district, whose names were kept anonymous. Each school district was given a pseudonym that identified the county and district number. The acronym for each pseudonym is distinguished by an “S” for *school district*, followed by an abbreviation for the *county*, “AL” or “BE.” The school district numbers were given to each school randomly. The first school district on the list for Allegheny County was named “S.AL.1.” Examples follow:

Allegheny County school districts:	S.AL.1, S.AL.2, etc.
Beaver County school districts:	S.BE.1, S.BE.2, etc.
Fayette County school districts:	S.FA.1, S.FA.2, etc.
Washington County school districts:	S.WA.1, S.WA.2, etc.
Westmoreland County school districts:	S.WE.1, S.WE.2, etc.

School districts were assigned numbers randomly as the documents were submitted to the researcher.

Stage 2 included the scoring of the alignment of the strategic plan goals and CPE activities by school district. Table 19 (Appendix F) outlines the scale used, which includes a

total of four numeric scores and two alpha scores. The scores were based only upon the data submitted by the participating school districts. The numeric scores were assigned based upon the percentage of submitted CPE activities aligned with the strategic plan goals. The alpha scores were assigned if no activities were submitted to the state for Act 48 credit or if incomplete data was submitted to the researcher.

Documentation of the CPE activities took the form of comprehensive lists, collections of In-service/Act 80 Day activities, collections of individual Act 48 activity records, or a combination of the aforementioned. The name of each activity, assigned by the school district, was the sole determining factor as to whether or not the CPE activity was considered to be aligned with any of the strategic plan goals. This caused some difficulty in identifying the degree of CPE activity alignment. The names of activities ranged from highly definitive (i.e., “PM Music Session: Mapping Transition Skills”) to generic (i.e., “In-service Activity”).

The researcher searched for a connection between the language used in the CPE name and the language used in the strategic plan goal to establish positive alignment. CPE activities too general in name were deemed not to be aligned with any strategic plan goals. For example, a school district submitting an activity entitled “In-service Day” may have provided CPE activities to their professional employees aligned to their strategic plan goals. However, alignment could not be established because the name of the activity represented the type of working day rather than the content of the CPE activity provided. In other instances, CPE activity names were specific, but the content of the CPE activities did not align with the content of the strategic plan goals.

Table 10 provides examples of several district goals and CPE activities, with a rating and rationale for each. One can see (1) CPE activities found to be in alignment with at least one of

the strategic plan goals of the school district and (2) CPE activities that had negative alignment, or no connection in content, with the strategic plan goals of the school district.

Table 10: Examples of Evaluation of Alignment Between CPE Activities and Strategic Plan Goals.

Stated Strategic Plan Goal	Stated CPE Activity	Alignment	Rationale
Implement the district-wide assessment plan that will give students varied opportunities to demonstrate the knowledge and skills specified in the academic standards and the district-determined performance levels.	How to Access & Use 4Sight	Yes	This CPE activity demonstrates the district’s attempt to provide “students varied opportunities to demonstrate their knowledge and skills specified in the academic standards,” as the 4Sight Benchmark Assessment is aligned to the state standards.
We will integrate state-of-the-art technology including a student information system and provide the support necessary to improve the technological literacy of our student, increase the efficiency and effectiveness of the staff and diversify the curriculum	SmartBoard Workshop	Yes	This CPE activity demonstrates the district’s attempt to “integrate state-of-the-art technology” into the instruction of students. Though the degree of implementation is not suggested in the title, the district is taking the first steps to making integration possible.
Encourage and facilitate maximum professional and personal growth through planned, ongoing opportunities designed to enhance the knowledge, skills, and attitudes of the school community and staff.	Research-based Math Instruction – EL Year 1, Day 1	Yes	This CPE activity demonstrates the district’s attempt to provide “planned, ongoing opportunities designed to enhance the knowledge [and] skills” of its teachers.
Note: Each of the 10 strategic plan goals of this district was specific to 1 of the 10 content areas assigned PA Academic Standards (i.e., Mathematics, World Language, etc.).	Bargaining Behavior, Module II, Issue Control and Management	No	This CPE activity, though specific in name, did not align with any of the strategic plan goals. The content of the activity did not match any of the 10 content areas established in the PA Academic Standards.
We will provide alternative education opportunities that meet the needs of our diverse student populations.	County Inservice AM Session	No	This CPE activity name is too general to match to any of the strategic plan goals of this district.

To establish inter-rater reliability a second individual independently scored a number of the school district documents. First, the researcher surveyed lists of CPE activities to view examples of CPE activity names. The researcher and the independent scorer then discussed prior to any scoring: (1) the structure of the scale used for scoring and (2) the criterion for CPE activity alignment to strategic plan goals. The titles of CPE activities had to be comparable to the language in the strategic plan goals to establish positive alignment.

In total, twelve sets of school district documents were scored (approximately 36%). After three school districts were scored, the scores were compared to determine consistency in scoring. Any discrepancies in scoring were identified and discussed until mutual understanding of appropriate scoring occurred. Scoring was continued by both individuals until 100% consistency in scoring was achieved.

Stage 3 included the analysis of school district scores by county, and ultimately, by region. Table 11 outlines the scores of each school district, anonymously, by county. The data presented depicts (1) the scores of each school district, (2) the total number and the percentage of school districts per score by county, and (3) the total number and percentage of school districts per score by region.

Only 18% of the school districts had 100% alignment of the CPE activities submitted for Act 48 credit to their strategic plan goals, signified by a score of “4.” Twenty-seven per cent of the school districts received a score of “3,” with 75-99% of their CPE activities aligned with their strategic plan goals. Twelve per cent of school districts were granted a score of “2,” with 50-74% of their CPE activities aligned with their strategic plan goals. 6% of school districts were granted a score of “1,” with less than 50% of their CPE activities aligned with their strategic plan goals.

Table 11: Summary of Strategic Plan Goals and CPE Activity Alignment Scores.

SCHOOL ENTITY	SCORE					
	4	3	2	1	NS	ID
ALLEGHENY COUNTY						
S.AL.1						X
S.AL.2			X			
S.AL.3		X				
S.AL.4	X					
S.AL.5		X				
S.AL.6						X
S.AL.7						X
S.AL.8						X
S.AL.9						X
S.AL.10						X
S.AL.11		X				
S.AL.12	X					
S.AL.13	X					
County Number:	3	3	1	0	0	6
County Percentage:	23	23	8	0	0	46
BEAVER COUNTY						
S.BE.1		X				
S.BE.2						X
S.BE.3						X
S.BE.4	X					
S.BE.5				X		
County Number:	1	1	0	1	0	2
County Percentage:	20	20	0	20	0	40
FAYETTE COUNTY						
S.FA.1		X				
County Number:	0	1	0	0	0	0
County Percentage:	0	100	0	0	0	0
WASHINGTON COUNTY						
S.WA.1	X					
S.WA.2		X				
S.WA.3		X				
S.WA.4	X					
S.WA.5			X			
S.WA.6			X			
S.WA.7		X				
S.WA.8		X				
County Number:	2	4	2	0	0	0
County Percentage:	25	50	25	0	0	0
WESTMORELAND COUNTY						
S.WE.1			X			
S.WE.2						X
S.WE.3						X
S.WE.4						X
S.WE.5						X
S.WE.6			X			
County Number:	0	0	2	0	0	4
County Percentage:	0	0	34	0	0	67

SCHOOL ENTITY	SCORE					
	4	3	2	1	NS	ID
Region Number:	6	9	5	1	0	12
Region Percentage:	18	27	15	3	0	37

A total of 37% of the school districts that participated in the study did not submit correct or complete documentation and, subsequently, were granted an alpha score, “ID,” signifying “incomplete data.” All of the school districts scoring an “ID” provided strategic plan goals by mail or by direction to the school district’s website but did not provide the list of CPE activities submitted for Act 48 credit. Approximately 50% of the school districts with an “ID” score submitted their PDE-approved Professional Education Plans to the researcher; however, the specific CPE activities were not included as part of the plan. If a school district’s strategic plan goals were submitted without the CPE activities, the researcher made a phone call to the individual who sent the materials (or to the superintendent, if a name was not provided) to ask for the missing information. There was one occasion that a phone call was not made. In this instance, the researcher had received an email sent from a school district representative informing her that the school district had contacted its solicitor regarding the request. The school district’s response was that “if the document does not exist, we do not have to create one to satisfy the request of a community, or non-community member.” In most cases, the researcher either was informed over the phone that the information requested (CPE activities) did not exist or never received a return phone call.

All school districts that participated in the study admitted to submitting CPE activities to PDE for Act 48 credit; therefore, none of the school districts were granted an “NS” score (no activities submitted). In the instances when the researcher was informed by the school district that the requested information (CPE activities) did not exist, it is possible that the school districts

have some documentation of the CPE activities submitted to PDE for Act 48 credit, however, not in a list form.

3.4 RESPONSES TO THE RESEARCH QUESTIONS

The purpose of this study is to examine southwestern Pennsylvania public school districts' compliance to Pennsylvania's Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) (Appendix A) for the 2005-06 school year. The Act 48 legislation mandates that CPE activities submitted to PDE by the school districts must be aligned with the goals identified in the professional education plans and, subsequently, to the school districts' state-approved strategic plans. The CPE activities sponsored by school districts are expected to build the capacity of the schools to improve the academic performance of all students. As a result, it is imperative that the CPE provided for educators be in alignment with the goals of the district, assuming that the goals represent the needs of the school district and its community of learners. In the review of literature, an analysis of the adoption and administration of Act 1999-48 at the state level, macro-implementation, was conducted. An analysis of the micro-implementation of this policy was necessary to determine the degree to which the legislation is being put into practice. The focus of this study was the analysis of local practices implemented in southwestern PA public school districts, specifically the submission of CPE activities sponsored and/or provided by school districts submitted to PDE for Act 48 credit and the alignment of the CPE activities to their strategic plan goals.

The following section uses data obtained from the document analysis to answer the research questions posed in this study. In an attempt to answer each question, some data were taken directly from the documents collected, the data collection tools, and the tables provided

above, while other data were manipulated statistically to provide clear and concise answers. The final chapter will focus on implications for policy and practice through summation, recommendation, and reflection.

3.4.1 Research Question #1

To what degree are school districts in compliance with the continuing professional education activity guidelines established by PDE?

The term “compliance” assumes a mandate or requirement established by a standing policy. In this case, the law, Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.), was made effective July 1, 2000. There is question as to what constitutes the “policy” that follows the language of the law. PDE, on behalf of the Secretary of Education, established Act 48 Professional Education Plan Guidelines and Approved Provider Guidelines in response to the law. One could interpret the guidelines as “policy,” if the guidelines themselves were mandated. However, the guidelines established in 2002 state that they were “prepared to help school entities...prepare professional education plans that meet the requirements of Act 48” (*Act 48 Professional Education Plan Guidelines*, PDE, 2002, p. 1). Even the revised guidelines state that the “document is intended as a guide to help school entities and educators meet the professional education requirements of Act 48” (*Act 48 Professional Education Plan Guidelines*, PDE, 2007, p. 2). In the absence of a written policy, the guidelines established by PDE are the only structures provided to school districts that establish an interpretation of the law. As such, compliance can be evaluated only with respect to the guidelines.

The Act 48 Professional Education Plan Guidelines provide a source of direction for school districts as they develop their plans. The language provided in the guidelines allows school districts to interpret for themselves what is required and what is optional. Throughout the guidelines, PDE uses both the words “should” and “must” when establishing directives to the school districts. Table 12 provides an outline of the language of both the statute of the PDE guidelines.

Table 12: Outline of Statutory Language as Stated in PDE Guidelines.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002
§ 1205.1(c) The professional education plan... shall be designed to meet the educational needs of that school entity and its professional employes.	Professional education plans should strike a balance between content, pedagogy and other skills needed and include evidence that they meet the...professional education criteria.
§ 1205.1(b) The professional education plan... shall be prepared by a committee consisting of...	Act 48 requires that the plan is prepared by a committee consisting of...
§ 1205.1(c) The professional education plan... shall be designed to meet the educational needs of that school entity and its professional employes.	Professional education committee must assess the educational and staff development needs of the school entity.
§ 1205.1(c) The professional education plan... shall be designed to meet the educational needs of that school entity and its professional employes.	The needs assessment should be data driven and identify the staff development needed to achieve the academic standards and goals of the entities’ strategic plans.
<i>Not addressed.</i>	Goals must be established for the 3-year professional education plan
<i>Not addressed.</i>	...the plan to achieve the goals must be designed.
<i>Not addressed.</i>	The delivery system should create learning communities, be intensive and based on data that indicate that it will lead to higher achievement.
§ 1205.1(c) Each plan shall include options for CPE and for fulfilling the...requirements...including activities such as professionally related graduate level coursework, obtaining a professionally related master’s degree, PDE approved inservice courses, curriculum development work, attendance at professional conferences and supervised classroom observations of other professional employes.	Professional education plan must specify the CPE options and needs that will be by the completion of each option and how it relates to areas of assignment and certification...
§ 1205.1(c)(1)(2)(3) The options may include, but shall not be limited to collegiate studies, CPE courses taken for credit, and other programs, activities, or learning experiences taken for credit or hourly to include:	Options may include, but shall not be limited to collegiate studies, CPE courses for credit, and other programs, activities or learning experiences taken for credit of hourly to include: <ul style="list-style-type: none"> • curriculum development and other program design and delivery activities at the school entity

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002
<ul style="list-style-type: none"> • curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors; • participation in professional conferences and workshops; • education in the workplace, where the work relates to the professional educator’s area of assignment and is approved by the board of directors; • review, design and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors; • in-service programs that comply with guidelines established by the department; • early childhood and child development activities...K-3rd grade; • special education activities for professional educators whose area of assignment includes students with special needs; • other CPE courses, programs, activities or learning experiences sponsored by the department. 	<p>or grade level as determined by the school entity and approved by the board of directors;</p> <ul style="list-style-type: none"> • participation in professional conferences and workshops; • education in the workplace, where the work relates to the professional educator’s area of assignment and is approved by the board of directors; • review, design and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors; • in-service programs that comply with guidelines established by the department; • early childhood and child development activities...K-3rd grade; • special education activities for professional educators whose area of assignment includes students with special needs; • other CPE courses, programs, activities or learning experiences sponsored by the department.
<i>Not addressed.</i>	Action plans... should be developed and included in the plan.
<i>Not addressed.</i>	Specific competencies to be achieved... should also be developed and assessed...but do not need to be included in the plan.
<i>Not addressed.</i>	Plans must also address CPE to enable students with Limited English Proficiency and/or English as a Second Language meet the academic standards and succeed in school; to provide cardiopulmonary resuscitation (CPR) at least once every 3 years; and to address needs of gifted students.
<p>§ 1205.1(c) A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity and its strategic plan and the needs of its professional employes, students, and the community.</p>	Professional education plans must be reviewed annually and revised as needed.
<p>§ 1205.1(c) A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity and its strategic plan and the needs of its professional employes, students, and the community.</p>	The review should include evaluation of goals, activities and delivery system and attainment of the competencies.
<p>§ 1205.1(b) Amendments...may be recommended by the... committee, approved by board of directors and submitted to PDE for approval.</p>	Amendments to the plan must be recommended by the professional education committee approved by the board of directors and submitted to PDE for approval.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002
§ 1205.1(b) The plan shall be approved by the board of directors prior to submission to the department for approval.	The professional education plan must be approved by the board of directors, must be included in the strategic plan, and must be sent to PDE for approval.
§ 1205.1(c.2)(c.3)(c.4) A professional education plan shall describe how the plan meets the educational and staff development needs of the school entity, its professional educators and the community. The professional education plan shall identify the individuals who developed the plan and the method used to select those individuals. A...plan shall identify any provider approved by the professional education committee to provide the CPE options listed in the plan. Such providers shall be required to provide the school entity with official notice of the credits or hours of CPE options successfully completed by the school entity's professional educators.	Professional education plans shall include the following: <ul style="list-style-type: none"> • Description of individuals developing the plan • Description of needs assessment • CPE needs/goals that will be met • CPE addressing English Language Learners and /English as a Second Language • CPE addressing cardiopulmonary resuscitation (CPR) • CPE addressing Gifted Education • List of providers, courses, programs & activities approved by committee • Action plans – including objectives, actions, timelines, person(s) responsible & evaluation process • Description of review process • Evidence that plan meets CPE criteria • Signature page.
§ 1205.1(c.4) Such providers shall be required to provide the school entity with official notice of the credits or hours of CPE options successfully completed by the school entity's professional educators.	Act 48 requires that school entities and other approved providers notify PDE and professional educators of the successful completion of CPE.

The statutory language establishes what “shall” be done by all educational entities, including the office of the Secretary of Education, PDE, and school entities. The language in the guidelines fluctuates between what “should” be done and what “must” be done. In the original guidelines, PDE states that “needs assessments should be data-driven,” “the delivery system should create learning communities,” and “action plans...should also be developed.” In other areas of the guidelines, PDE states that “the plan must be approved by the board of directors” and “the plan must be reviewed on an annual basis.” The Reporting Requirements section of the guidelines states what the “professional education plans shall include” (*Act 48 Professional Education Plan Guidelines*, PDE, 2002, p. 6). In this section, PDE identifies what it expects to

see in the professional education plans submitted by school districts, including descriptions of the goals and needs identified by the school district and action plans to address those needs.

When PDE differentiates key elements of the guidelines using “should” and “must,” it is fair to assume that school districts could interpret those guidelines that include “must” as requirements and those identified by “should” as optional (though clearly recommended) options. Even when the guidelines identify what “shall” be included in the professional education plans, PDE gives school districts flexibility in determining what is a “goal/need” and the content of the “action plans” to be utilized to meet the needs. PDE is more specific in determining CPE content that must be included based on previously established regulations, such as CPE focusing on the needs of students of limited English proficiency, CPR, and the needs of gifted students.

Based upon this interpretation of the language in the guidelines, it can be argued that all school districts that submitted the requested documents for this study are in compliance with the CPE activity guidelines. As previously stated, the original Professional Education Plan Guidelines were established by PDE to provide guidance to school districts in the creation of their plans. The Professional Education Plan Guidelines identify ten criteria recommended for all CPE activities sponsored and/or provided by school districts. These ten criteria assist school districts as they plan for and organize CPE activities for their professional employees. The review of literature details the ten criteria. In summary, the criteria outline the following aspects of any CPE activity, including planning, structure, objectives, content, pedagogy, assessment, and evaluation. The guidelines state that “professional education plans should strike a balance between content, pedagogy and other skills needed and include evidence that they meet...professional education criteria” (*Act 48 Professional Education Plan Guidelines*, PDE,

2002, p. 2). Each school district was required to establish goals for professional education that were based on the needs of its learning community. In addition, the means by which the school district would meet those goals were to be established in the delivery system, including “opportunities for implementation of new knowledge and skills” (p. 4). The guidelines give the school district the authority to decide what CPE activities were appropriate, allowing flexibility in that determination.

The analysis of the CPE activities submitted by school districts to PDE for Act 48 credit revealed a wide range of content. School districts, given the authority to determine which CPE activities are deemed appropriate and aligned to the professional education plan, were generous in their approval of CPE activities for Act 48 credit. Many activities were stated clearly and appear to focus on instructional needs of students and teachers. Examples of CPE activities submitted by various school districts to and approved by PDE for Act 48 credit included:

1. “Act 80 Day”
2. “In-service Program”
3. “Academy Day”
4. “Growth Option”
5. “The Aesthetic Smile”
6. “Adopt a School”
7. “Improving Student Achievement”
8. “Chaperoning the Language Clubs’ Zoo Field Trip”
9. “Yoga – Soothe your problems”
10. “Making A Difference – Oral Cancer Detection”
11. “Practical Treatment Strategies for Children Who Stutter”
12. “Writing Legally Defensible IEPs”
13. “Classroom Management, Effective Instruction, and Student Motivation – the Keys to Raising Achievement”
14. “Getting Started with TI Graphing Calculators in Algebra I”

15. “How to Dramatically Improve Your Students’ Foreign Language Proficiency”

The items in the list are a random sample of the CPE activities submitted to PDE for credit. The list is organized by the most general activity to most specific activity, based upon the names of each activity. The first two CPE activity names provide no evidence as to what actually happened on the professional development days. The next five CPE activity names listed provide a bit more detail but are still too general to determine what exactly the focus of the training was. The final eight CPE activity names are more specific in nature. Educators planning to participate in these activities will have a good idea of what they will be learning, assuming that the content of the CPE activity was represented accurately in the name. However, specificity in the name does not classify a CPE activity as appropriate according to the professional education plan. The school district must identify a CPE activity as appropriate according to the established goals and needs of the school community.

Though some of the CPE activities are general in name and questionable in content, they still can be considered appropriate, since the school entities have the authority to determine what CPE activities are permitted based upon the needs of the school community as stated in their professional education plans. Without a state-mandated audit process to review school districts’ implementation of their professional education plans, it is difficult to determine whether the guidelines are in fact “guidelines” or “policy.”

3.4.2 Research Question #2

To what degree do the CPE activities submitted by school districts for Act 48 credit meet the goals of the school districts as determined by the state-approved strategic plans?

The degree to which CPE activities submitted by school districts for Act 48 credit meet the goals of the school districts’ strategic plans was determined based on the analysis of the percentage of CPE activities that were aligned to the strategic plan goals. As stated earlier in this chapter, the name of each activity, assigned by the school district, was the sole determining factor as to whether or not the CPE activity was considered to be aligned with any of the strategic plan goals.

The analysis of the alignment of CPE activities to the strategic plan goals resulted in the data identified in Table 13.

Table 13: Analysis of CPE Activity Alignment to Strategic Plan Goals.

Score	Percentage of CPE Activities Aligned with Strategic Plan Goals	Number of School Districts	Percentage of School Districts
4	100%	6	18
3	75-99%	9	27
2	50-74%	5	15
1	Below 50%	1	3
NA	No activities submitted	0	0
ID	Incomplete data submitted	12	37

Only 18% of the school districts had 100% alignment of the CPE. Six percent of school districts were granted a score of “1,” with less than 50% of their CPE activities aligned with their strategic plan goals. A total of 37% of the school districts that participated in the study did not submit correct or complete documentation and, subsequently, were granted an alpha score, “ID,” signifying “incomplete data.” All school districts that participated in the study admitted to submitting CPE activities to PDE for Act 48 credit; therefore, none of the school districts were granted an “NS” score (no activities submitted).

There were patterns of characteristics of CPE activities and strategic plan goals that emerged during the document and data analysis. At least 50% of the school districts scoring at any level had two or more of the characteristics identified in Table 14.

Table 14: Characteristic Patterns of CPE Activities and Strategic Plan Goals

Score	Characteristic Patterns
4	<ul style="list-style-type: none"> • Language in goals focused on general areas of concern rather than specific needs. • One goal focused on providing professional development opportunities for staff. • Names of CPE activities tended to be more specific in nature.
3	<ul style="list-style-type: none"> • Language in goals focused on more specific content areas. • Names of CPE activities were either specific and did align to the content areas <u>or</u> were too general to align to any one goal.
2	<ul style="list-style-type: none"> • Language in goals focused on more specific content areas. • Names of CPE activities were either specific and did align to the content areas <u>or</u> were too general to align to any one goal. • School districts tended to approve a wider variety of CPE activity content that did not align with the specific content in the goals.
1	<ul style="list-style-type: none"> • Language in goals focused on more specific content areas. • Names of CPE activities were either specific and did align to the content areas <u>or</u> were too general to align to any one goal. • School district approved a large number of CPE activities with a wider variety of content that did not align with the specific content in the goals.

Every school district that scored a “4” had a strategic plan goal that focused on providing professional development opportunities for staff. One example of such a goal follows: “Encourage and facilitate maximum professional and personal growth through planned, ongoing opportunities designed to enhance the knowledge, skills, and attitudes of the school community and staff.” Due to the general nature of this goal, any CPE activity could be approved for Act 48 credit, as long as the school district identifies it as a need. In addition to having such a goal, the school districts also provided more detailed names of CPE activities for submission. Examples include: “Reading in the Content Areas,” “How to Access and Use 4Sight,” “Wilson Reading Training,” and “Multi-dimensional Fluency Continuum Software.”

School districts that scored a “3” tended to use more specific language in creating their goals that identified more specific needs. For example: “We will integrate state-of-the-art technology including a student information management system and provide the support necessary to improve the technological literacy of our students, increase the efficiency and

effectiveness of the staff and diversify the curriculum.” With such specific language used in the goals, the possibility of CPE activities not aligning to the goals increases, unless there are a large number of goals that are collectively all-inclusive. The CPE activities that were submitted for Act 48 by these schools ranged in specificity from very specific, “RTI Training” and “Powerful Strategies that Close the Gap for At Risk Readers,” to very general, “County In-service AM Session.”

School districts that scored a “2” tended to have fewer and more specific goals. They also had a tendency to use general names for their CPE activities and to approve a wider range of CPE activity content that did not align to the specific goals. An example of a specific goal follows: “The District will provide increased opportunities for problem solving, leadership, decision-making, critical analysis and creative expression with attention to individual learning traits and needs.” With such specific language in a goal, aligning activities that are general in name is difficult, such as “Professional Development” and “In-service Day.” Another example of alignment difficulty with a “2” school district follows. One school district’s strategic plan goal stated that they wanted to “maintain a diverse and challenging curriculum that will promote excellence and ensure success for all.” However, the only CPE activity that came close was “Curriculum Development/Planning.” It is possible that the curriculum development and planning session may be utilized to improve the curriculum, but the name limits the researcher’s ability to align it to the specific goal.

The one school district that scored a “1” had ten goals that only focused on the PA Academic Standards. Each goal focused on one of the ten content areas for which Pennsylvania created academic standards. There were no other goals listed in the strategic plan. This limited the content of CPE activities that could be aligned with the goals. In addition, this school district

approved a very wide range of CPE activities, including “Diagnosis and Management of Recurrent Aphthous, Stomatitis and Oral Herpes” and “Chaperoning the Language Clubs’ Zoo Field Trip.”

Overall, few school districts that participated in the study, 18%, submitted CPE activities to PDE for Act 48 credit that met all their strategic plan goals. However, 45% of the school districts had at least 75% of their CPE activities in alignment. In some cases, if the CPE activities were named more appropriately, the number of school districts scoring a “4” may have increased. The fact remains that based on the information provided, not all of the CPE activities were aligned with their goals.

Another key piece of data is the 37% of school districts that chose not to submit complete data. The researcher does not have the information needed, as it was not a critical part of this study, to determine *why* they did not submit the CPE activities as part of this study. One can only assume possible reasons for the exclusion of information:

- (1) The records were not maintained;
- (2) The records were kept but are not organized in a list form, and the school district personnel did not think that it was necessary to compile the information for an unknown researcher;
- (3) The school district was too busy to respond; or
- (4) The school district did not want the information made public.

Again, these are merely assumptions made by the researcher based on the communications, or lack there of, with the school district personnel. Regardless, without the documentation of the CPE activities from these school districts, it is impossible to determine the degree to which these school districts’ CPE activities submitted for Act 48 credit met their strategic plan goals.

4.0 IMPLICATIONS FOR POLICY AND PRACTICE

4.1 INTRODUCTION

The enactment of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) (Appendix A), referred to as Act 48, in Pennsylvania signifies a transition from optional continuing professional education to mandatory continuing professional education (CPE) for all PA certified educators. The Act 48 legislation established mandates for CPE for all certified educators. In addition, the act also established requirements of the PA Department of Education (PDE) and school districts to set guidelines for CPE activities, as well as for the reporting and management of those activities.

School districts are required to submit a professional education plan that establishes the criteria and action plans for appropriate CPE that “reflect[s] the needs of the school entity and its strategic plan and the needs of its professional employees, students and the community” (24 P.S. § 12-1205.1(c)). All CPE activities submitted to PDE by the school districts must be aligned with the goals identified in the professional education plans and, subsequently, to the school districts’ state-approved strategic plans. However, school districts are given flexibility in identifying strategic plan goals, creating action plans, and determining what CPE activities meet the established goals.

4.2 SUMMARY

The intent of this study was to examine southwestern Pennsylvania public school districts' compliance to Pennsylvania's Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.). More specifically, this study analyzed (1) the extent to which CPE activities of educators in selected school districts in Pennsylvania's Region 7 align with the requirements of the CPE activity guidelines and (2) the extent to which the school districts' CPE activities aligned to their strategic plan goals. The analysis was based upon the review of documents that identified the school district's strategic plan goals and the CPE activities submitted to PDE for Act 48 credit during the 2005-06 school year.

4.2.1 The Findings

The following research questions were posed to examine the extent to which the school districts are in compliance with Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.):

Research Question 1: To what degree are school districts in compliance with the continuing professional education activity guidelines established by PDE?

Research Question 2: To what degree do the CPE activities submitted by school districts for Act 48 credit meet the goals of the school districts as determined by the state-approved strategic plans?

The findings of this study showed that ambiguity in the language used by PDE in the guidelines forced school districts to interpret criteria for themselves. Based on the flexible language PDE used in the guidelines, school districts might have interpreted some of the criteria

as optional. PDE often stated that certain steps “should” be taken, while others “must” be taken. As a result, the only option is to determine that school districts are compliant with the guidelines, since they have the discretion of approving CPE activities based on their own determined needs.

Data showed that 18% of the school districts aligned fully the credit-bearing CPE activities to their strategic plan goals. It is noteworthy to mention that more than one third of the school districts that participated did not submit complete data. Three factors that influenced the alignment of CPE activities to strategic plan goals included: (1) the use of language in the construction of strategic plan goals and CPE activity names, (2) the focal content of the strategic plan goals, and (3) the range of CPE topics school districts approved for Act 48 credit.

4.2.2 PA Mandated CPE – Functionalist Perspective

When viewing CPE in the field of education through the functionalist perspective, the purpose of CPE is to assist professionals in improving their knowledge base, competence, and performance that leads to the improvement of student academic performance (Cervero, 1988). The foundation of the functionalist perspective is based upon the idea “that the professions are service- or community-oriented occupations that apply a systematic body of knowledge to problems that are highly relevant to the central values of society” (pp. 21-22). Professional educators provide a service for society, attempting to solve problems in the schools, academic and otherwise, identified through a decision making process that is driven by relevant data. It is communicated by federal and state governments, as well as researchers in the field of education, that professional practice founded upon research-based, or evidenced-based, pedagogy and assessments will be more effective in the improvement of student academic achievement. For educators to acquire the knowledge necessary to provide research-based instruction, the CPE of

those educators is imperative. In this sense, the CPE provides a function in education, to assist educators in developing the knowledge and skills they need to improve the academic achievement of their students.

The functionalist view of society is characterized “by consensus, order, and equilibrium” (Cervero, 1988, p. 23). In order to keep society in equilibrium, “existing social structures and institutions must be maintained or changed gradually” (p. 23). Pennsylvania’s decision to mandate CPE for all PA certified educators through the enactment of legislation was not gradual by any means. Sometimes, drastic changes must be made to compensate for a lack of change in the past. Though Pennsylvania mandated CPE requirements for PA certified educators to transition to a Level II certificate in 1987, this mandate only pertained to new teachers to the field (22 Pa. Code § 49.83). Once earning the Level II certificate, educators did not have to participate in any CPE to maintain or renew their certificates. It was not until July 2000 that Pennsylvania mandated CPE for all certified educators.

The field of education has been at the rear of CPE reform. While other professions, such as medicine and law, have had CPE mandates placed on licensed practitioners for license renewal for decades, the implementation of CPE requirements for licensed practitioners in education has been a fairly recent occurrence. Few states have implemented CPE mandates for certified educators for certificate renewal and/or upgrade for more than fifteen years. The earliest date of implementation that could be found by this researcher is 1973 when Minnesota began requiring their certified educators to complete 125 hours CPE for the renewal of their certificates every five years. Other states that have implemented CPE mandates for several years include Tennessee, Nevada, New Hampshire, and Colorado (Table 17). Most states (53%) current CPE requirements have been implemented just within the past seven years, 49% since the

enactment of the No Child Left Behind legislation. Pennsylvania is one of the twenty-seven states that have implemented new CPE requirements in the past seven years.

However, the micro-implementation of the Act 48 legislation can be viewed as a gradual process. By providing such flexible guidelines, PDE provided its personnel, school districts, and professional educators the opportunity gradually to become used to the idea of mandated CPE. Making it easy for educators to get the CPE they need to maintain their certification allowed for educators to become accustomed to the process. Though the functionality of the legislation has been limited thus far, at the very least, it has forced educators to participate in some type of CPE. As a result, all educators, not just newly certified educators, must once again reconsider their own identities as lifelong learners. However, in order for the initiative to have a more positive impact on the education of educators and students, systemic changes are required at all levels – the state, the school district, and the individual professional educator.

4.3 IMPLICATIONS FOR POLICY AND PRACTICE

The findings of this study elicit several implications for policy and practice in the field of education, specifically in Pennsylvania. However, the following recommendations are based not only on the findings of this study. Additional influences include the review of mandated CPE for certification/licensure by state and the author's review of the literature of best practices in the field.

4.3.1 IMPLICATIONS FOR POLICY

On November 23, 1999, Pennsylvania Governor Tom Ridge signed into law Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.), or Act 48, establishing CPE mandates for all certified educators. This legislation signifies a transition from optional CPE to mandatory CPE for all PA certified educators, as previous requirements applied to only newly certified educators. As a result of the legislation, PDE established guidelines to regulate what the statutory language refers to as “approved providers” and to guide school districts in the development of their professional education plans.

Critics might argue that there is an absence of formal departmental policy regarding the tenets of CPE. The PDE guidelines established in the document, Act 48 Professional Education Plan Guidelines, provide assistance to school districts in meeting the requirements of Act 48. Flexibility in the guidelines proffered by PDE allowed school districts to interpret some criteria as they deemed appropriate. A formal policy would outline specific requirements to which school districts must comply.

Others may argue that the PDE guidelines are an informal policy by which school districts must abide. The Act 48 legislation establishes the Secretary of Education as the authority to approve the professional education plans, placing the responsibility of evaluation on that position (24 P.S. § 12-1205.1(c)). The legislation also charges the Department of Education with establishing guidelines “to establish a system for maintaining records of credits and hours of [CPE] successfully completed by professional educators” (24 P.S. § 12-1205.2(g)) that include requirements established in the statutory language (24 P.S. § 12-1205.2(g)(1)(2)(3)). The statutory language does not state that policy must be established, only guidelines.

PDE recently released revised guidelines during this study, attempting to tighten the CPE criteria for educators. Table 15 provides an outline of the language of the statute, the original PDE guidelines, and the revised PDE guidelines, as well as recommendations for policy.

Table 15: Outline of Statutory Language as Stated in PDE Original and Revised Guidelines and Recommendations.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002	Professional Education Guidelines 2007	Recommendations
§ 1205.1(c) The professional education plan... shall be designed to meet the educational needs of that school entity and its professional employees.	Professional education plans should strike a balance between content, pedagogy and other skills needed and include evidence that they meet the...professional education criteria.	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.	There lacks an exact science to improving student achievement. Even research-based pedagogy does not guarantee improved student achievement, though practices that have shown to improve student achievement in one setting may have similar results in other settings. Operating definitions and examples of the terms “sound research” and “promising practices” should be provided .
§ 1205.1(b) The professional education plan... shall be prepared by a committee consisting of...	Act 48 requires that the plan is prepared by a committee consisting of...	<i>Same language.</i>	No recommendations.
§ 1205.1(c) The professional education plan... shall be designed to meet the educational needs of that school entity and its professional employees.	Professional education committee must assess the educational and staff development needs of the school entity.	<i>Same language.</i>	No recommendations.
§ 1205.1(c) The professional education plan... shall be designed to meet the educational needs of that school entity and its professional employees.	The needs assessment should be data driven and identify the staff development needed to achieve the academic standards and goals of the entities’ strategic plans.	The needs assessment must be data-driven and identify the staff development needed to achieve the academic standards and goals of the entity’s strategic plan.	The needs assessment is an attempt to identify the CPE needs of the school community. Data need to be used as a guide; however, as professionals, educators should also be able to identify their own perceived educational needs.
<i>Not addressed.</i>	Goals must be established for the 3-year professional education plan...	<i>Same language.</i>	No recommendations.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002	Professional Education Guidelines 2007	Recommendations
<i>Not addressed.</i>	...the plan to achieve the goals must be designed.	<i>Same language.</i>	No recommendations.
<i>Not addressed.</i>	The delivery system should create learning communities, be intensive and based on data that indicate that it will lead to higher achievement.	<i>Same language, in addition to...</i> Opportunities for implementation of new knowledge and skills must be provided to ensure that they are mastered, applied, and result in student success.	No recommendations.
§ 1205.1(c) Each plan shall include options for CPE and for fulfilling the...requirements...including activities such as professionally related graduate level coursework, obtaining a professionally related master's degree, PDE approved inservice courses, curriculum development work, attendance at professional conferences and supervised classroom observations of other professional employees.	Professional education plan must specify the CPE options and needs that will be by the completion of each option and how it relates to areas of assignment and certification...	In order to meet the Content criteria...a school entity's professional education plan must comply with the following...professional education plan must include strategies for all <u>classroom teachers</u> to enhance their content area knowledge and pedagogical skills...for <u>school and district administrators</u> , all Act 48 activity must meet the Pennsylvania Inspired Leadership (PIL) core standards... <u>school counselors</u> ... will be expected to participate in content-specific professional development applicable to their assigned level of work... <u>educational specialists</u> ... must participate in professional development that enhance their ability to meet the demonstrated needs of the students and families they serve...	PDE makes a positive attempt to encourage educators to participate in CPE activities that are based on the needs of the school community. However, there is no system in place to monitor educators' participation in activities that meet the established criteria. Since educators can participate in CPE provided approved providers other than the school district of employment, school districts cannot enforce the criteria for all CPE in which their certified employees participate, only in those they provide. A system that includes a district-monitored IPDP for every certified employee would allow school districts to monitor CPE more effectively.
§ 1205.1(c)(1)(2)(3) The options may include, but shall not be limited to collegiate studies, CPE courses taken for credit, and other programs, activities, or learning experiences taken for credit or hourly to include: <ul style="list-style-type: none"> • curriculum development and other 	Options may include, but shall not be limited to collegiate studies, CPE courses for credit, and other programs, activities or learning experiences taken for credit of hourly to include: <ul style="list-style-type: none"> • curriculum development and other program design 	Options may include, but shall not be limited to collegiate studies, CPE courses for credit, and other programs, activities or learning experiences taken for credit of hourly that comply with the requirements of these guidelines.	No recommendations.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002	Professional Education Guidelines 2007	Recommendations
<p>program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors;</p> <ul style="list-style-type: none"> • participation in professional conferences and workshops; • education in the workplace, where the work relates to the professional educator’s area of assignment and is approved by the board of directors; • review, design and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors; • in-service programs that comply with guidelines established by the department; • early childhood and child development activities...K-3rd grade; • special education activities for professional educators whose area of assignment includes students with special needs; • other CPE courses, programs, activities or learning experiences sponsored by the department. 	<p>and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors;</p> <ul style="list-style-type: none"> • participation in professional conferences and workshops; • education in the workplace, where the work relates to the professional educator’s area of assignment and is approved by the board of directors; • review, design and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors; • in-service programs that comply with guidelines established by the department; • early childhood and child development activities...K-3rd grade; • special education activities for professional educators whose area of assignment includes students with special needs; • other CPE courses, programs, activities or learning experiences sponsored by the department. 	<p>In order to meet the Content criteria...a school entity’s professional education plan must comply with the following...professional education plan must include strategies for all <u>classroom teachers</u> to enhance their content area knowledge and pedagogical skills, including content area, teaching practices, and meeting the needs of diverse learners...for <u>school and district administrators</u>, all Act 48 activity must meet the PIL core standards...<u>school counselors</u>...will be expected to participate in content-specific professional development applicable to their assigned level of work...<u>educational specialists</u>...must participate in professional development that enhance their ability to meet the demonstrated needs of the students and families they serve...</p>	
<i>Not addressed.</i>	Action plans... should be developed and included in the plan.	<i>Same language.</i>	No recommendations.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002	Professional Education Guidelines 2007	Recommendations
<i>Not addressed.</i>	Specific competencies to be achieved... should also be developed and assessed...but do not need to be included in the plan.	<i>Not addressed as competencies. See **.</i>	No recommendations.
<i>Not addressed.</i>	Plans must also address CPE to enable students with LEP and/or ESL meet the academic standards and succeed in school; to provide CPR at least once every 3 years; and to address needs of gifted students.	If a school entity has a significant proportion of students with Limited English Proficiency (LEP) and/or English Language Learners (ELL), the...plan must include strategies that are designed to meet the needs of these students...	School districts should have plans in place to address the needs of ELLs regardless of the proportion of students.
§ 1205.1(c) A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity and its strategic plan and the needs of its professional employees, students, and the community.	Professional education plans must be reviewed annually and revised as needed.	<i>Same language.</i>	No recommendations.
§ 1205.1(c) A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity and its strategic plan and the needs of its professional employees, students, and the community.	The review should include evaluation of goals, activities and delivery system and attainment of the competencies.	<i>Same language.</i>	No recommendations.
§ 1205.1(b) Amendments... may be recommended by the... committee, approved by board of directors and submitted to PDE for approval.	Amendments to the plan must be recommended by the professional education committee approved by the board of directors and submitted to PDE for approval.	<i>Same language.</i>	No recommendations.
§ 1205.1(b) The plan shall be approved by the board of directors prior to submission to the department for approval.	The professional education plan must be approved by the board of directors, must be included in the strategic plan, and must be sent to PDE for approval.	<i>Same language.</i>	No recommendations.

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002	Professional Education Guidelines 2007	Recommendations
<p>§ 1205.1(c)(2)(3)(4) A professional education plan shall describe how the plan meets the educational and staff development needs of the school entity, its professional educators and the community. The professional education plan shall identify the individuals who developed the plan and the method used to select those individuals. A professional education plan shall identify any provider approved by the professional education committee to provide the CPE options listed in the plan. Such providers shall be required to provide the school entity with official notice of the credits or hours of CPE options successfully completed by the school entity's professional educators.</p>	<p>Professional education plans shall include the following:</p> <ul style="list-style-type: none"> • Description of individuals developing the plan • Description of needs assessment • CPE needs/goals that will be met • CPE addressing ELL/ESL • CPE addressing CPR • CPE addressing Gifted Ed. • List of providers, courses, programs & activities approved by committee • Action plans – including objectives, actions, timelines, person(s) responsible & evaluation process • Description of review process • Evidence that plan meets CPE criteria • Signature page. 	<p>All CPE activities should be customized to meet the range of needs of the school entity and its professional employees, so that they meet the specific needs of the students. Professional education plans must be created using the following steps and each must be documented in the school entities' submission to PDE:</p> <ul style="list-style-type: none"> • Identify the student learning needs that the CPE will address by citing specific student achievement data or other student, school, or community data and describing the need for the CPE shown by data • Indicate which groups of educators will participate in the activity • Describe the proposed CPE activity, **including knowledge and skills that educators will gain; each must be documented as a course, program or activity • Describe the follow-up activities that will ensure successful implementation • Provide the name of the provider and whether the provider has been approved by PDE (if not an approved provider, the...plan will need to include a copy of the PA Professional Education Provider Application approved by the school entity). 	<p>School districts need to plan in advance CPE activities that will meet the needs of the professional employees, students, and community. However, school districts need to have the flexibility to develop and approve CPE activities throughout the school year, not just once a year when the plan is developed or reviewed. School districts should be required to outline planned ongoing CPE activities; however, the details of the activities need to be given flexibility. Also, needs may vary from what was initially anticipated. School districts should be able to address those changes. The law allows for the professional education committee to approve providers that are appropriate. Procedures should remain status quo to enable school districts flexibility in identifying appropriate CPE providers.</p>

Statute - (24 P.S. §§ 12-1205.1 et seq.)	Professional Education Guidelines 2002	Professional Education Guidelines 2007	Recommendations
§ 1205.1(c)(4) Such providers shall be required to provide the school entity with official notice of the credits or hours of CPE options successfully completed by the school entity's professional educators.	Act 48 requires that school entities and other approved providers notify PDE and participating professional educators of the successful completion of CPE.	<i>Not addressed.</i>	Monitoring should be in place to ensure that approved providers notify school districts of CPE activities successfully completed by its professional educators.

PDE expects each school district to establish a comprehensive professional education plan but does not provide a system that allows school districts to implement the plan effectively. PDE requires school districts (1) to align all its approved CPE activities to the goals of the strategic plan, ensuring that the CPE will lead to student improvement, and (2) to monitor the teachers it employs to ensure that the activities meet the criteria established in the guidelines. School districts have the authority to determine what CPE activities it provides and/or sponsors. However, the Act 48 legislation makes it difficult, if not impossible, for school districts to ensure that the CPE activities in which their professional employees are participating are meeting the CPE criteria established by the state.

The legislature should examine the approved provider language in the law. The legislation does not give school districts a fair chance in meeting the requirements stated in the law. By allowing educators to earn Act 48 credit from CPE activities and/or courses from other approved providers, it limits the ability of the school districts to govern and monitor their professional employees' participation in CPE. School districts cannot determine the quality of the activities if they have no knowledge that they exist. Even if the school district did know and disapproved of the activity, the professional employees can still participate in the activity on their own time and on their own dime, without the school district knowing about it. Approved providers must submit the CPE activities to PDE for approval, not the school districts. PDE can

approve the activity without the school districts' knowledge. Approved providers are required to inform school districts of the submitted activities; however, (1) there is no system in place to ensure that approved providers are notifying the school districts, and (2) if notification does occur, it is only once the CPE activities have already been submitted for approval.

Similarly, PDE should revisit the newly published Act 48 Professional Education Plan Guidelines. In the new guidelines, PDE makes an attempt to tighten the requirements of the CPE activities in which educators can participate for Act 48 credit by establishing CPE criteria, as a stated in the review of literature, a good start. However, school districts' inability to control all the CPE in which its employed professional educators partake and the ambiguity in the guideline language may still inhibit school districts' ability to effectively and efficiently meet the requirements of the guidelines..

PDE expects school districts to monitor the Act 48 activities of its employees to ensure alignment to the CPE criteria and the professional education plan content (*Act 48 Professional Education Plan Guidelines*, PDE, 2007; Sutter, 2007). As previously stated, educators can earn their Act 48 credits from any approved provider without permission from the school district in which they work. School districts do not have the authority to control the content of all the CPE activities in which their professional employees participate outside the school district.

School districts and educators need to be told explicitly what criteria are mandatory and what are at the discretion of the school districts and educators. Even the revised guidelines are still referred to as "guidelines," not policy. Representatives of PDE still refer to the criteria as a guide for school districts (*Act 48 Professional Education Plan Guidelines*, PDE, 2007; Sutter, 2007).

Though PDE provides specific examples of allowable professional education activities within the new guidelines, the language used to establish the criteria is still flexible and ambiguous. The guidelines state that K-12 teachers “*will be expected* to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan” (*Act 48 Professional Education Plan Guidelines*, PDE, 2007, p. 5). It is also recommended that “[a]ll teachers...*should* participate in continued education focused on enhancing their ability to teach diverse learners in the least restrictive environment” (p. 6). Educators and school district administrators may interpret these criteria as being optional because it says that these specified areas are expectations, not mandates.

The language for other certified educators, including school and district administrators and educational specialists, is more specific. Administrators are told that “[a]ll Act 48 activity *must* meet the Pennsylvania Inspired Leadership (PIL) core standards, as described in criteria B5 through B8” (p. 7), and educational specialists “*must* participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve” (p. 9). Even if school districts submit only those CPE activities under the acceptable activities list, meeting the criteria, there still is no system in place to monitor the submission of acceptable activities.

If PDE expects school districts to meet their expectations, the Approved Provider system and the PERMS system should be revised immediately. PDE has made the revised guidelines effective immediately (March 15, 2007) but has no system in place to allow it to happen and could not give a time frame of when that might happen (Sutter, 2007). If school districts are to be held accountable for the CPE activities in which their professional employees participate, then the school leadership should have the authority to submit the CPE activities to PDE for approval,

not any other organization. Under the current structure, school districts can only approve CPE activities that it provides, sponsors, and funds. All other CPE activities (provided by other approved providers) are approved by PDE upon acceptance of the CPE activities through submission.

If PDE is able to revise the system to allow for school districts to monitor the CPE activities in a reasonable manner, they should follow through with compliance audits of school districts. In order to ensure that school districts and educators meet the guidelines, PDE must periodically review the implementation of the professional education plans and CPE activities submitted for Act 48 credit. In addition, PDE should enforce consequences on those school districts that are negligent in meeting the requirements. It is appropriate for PDE to give school districts an opportunity to make improvements. However, without sanctions for even the most egregious incidents of noncompliance that cost the district resources, the recommendations by the state may not be implemented as effectively as they could be.

A tool that PDE could utilize to improve the effectiveness of CPE monitoring is the Individual Professional Development Plans (IPDPs), similar to what is in place for special education teachers. Currently, PDE requires special education teachers that do not meet the highly qualified status criteria in a core content area complete an IPDP focusing on that content area. The IPDP must include the CPE activities that will be completed and content addressed for each content area in question (*HQT Individualized Professional Development Plan*, PDE, 2006).

Similarly, PDE could implement a certification renewal system that requires an IPDP for all educators. More than one fifth of the states have implemented the use of IPDPs as a means to certification renewal and/or certification upgrade, including Vermont, Massachusetts, New

Hampshire, Ohio, Virginia, Wisconsin, Rhode Island, Indiana, Hawaii, New Mexico, and Washington (Table 17).

The use of the IPDP forces educators to address the goals of the school district, the needs of their students, and their own professional education needs. In the IPDP, educators must create professional development goals that are based on student data and on educator performance. The professional development goals must also be aligned to the strategic plan goals. School districts have the authority to approve/disapprove each IPDP based on the appropriate content requirements established by that state. The renewal of certification could then be based on the completion of an appropriate IPDP. The state could limit participation to PDE approved CPE activities. PDE could require that approved providers and/or activities be approved prior to implementation. That way, PDE can ensure that CPE activities meet their standards and school districts can ensure that the CPE activities in which their professional employees are participating are directly aligned with their certification and the goals of the district. With a system including the IPDP, state officials could better address the statutory language and meet the needs of school districts and their school communities, “to ensure that...continuing professional education are of high quality and designed to significantly advance the goals of improving and updating the educational skills of professional educators” (24 P.S. §§ 12-1205.2 (d)).

The legislation is positive in the sense that educators, who may have become complacent in their careers, must keep up with the rapid growth of technology and advancements in the field of education. As the proverb states: “Do not confine your children to your own learning for they were born in another time.” Times change, and people need to change with it, as difficult as that may be for some. Sometimes, educators need to be reminded that as educators, we are also

learners. Sometimes, it takes legislation to remind us of that. That being said, for true success to occur: goals need to be attainable; expectations need to be reasonable; and systems need to be manageable.

4.3.2 IMPLICATIONS FOR PRACTICE

The passing of Act 1999-48 (24 P.S. §§ 12-1205.1 et seq.) may not be the most effective means to improve the professional development of educators or student achievement, but it does provide school districts with an opportunity. Over the past seven years, the state and federal governments have placed additional requirements on PA professional educators to maintain their certification and to maintain their highly qualified teaching (HQT) status. The review of literature examines the requirements of the state legislation, as well as the recent federal legislation, including The No Child Left Behind Act (NCLB) and The Individual with Disabilities Education Improvement Act (IDEIA).

Can school districts benefit from this legislation? Yes. Educators are now required to participate in CPE in order to continue practicing their livelihood in this state or any state. School districts can take advantage of this requirement through their own professional planning. Educators must get the CPE hours. School districts can provide the CPE hours educators need. With smart planning based on the collection of relevant data and assistance from the appropriate stakeholders, school districts can utilize the CPE to meet the needs of their teachers and students, knowing that they will have participation from their educators because they need the hours. Those schools that have developed learning communities within the schools have a better chance of providing meaningful professional development opportunities and implementing practices that may lead to improvement in student achievement. Teachers who have collegial relationships

with their peers and administrators may tend to be happier in their jobs, be more active in participating in focused CPE and be more active in taking responsibility for student achievement (Cowley & Meehan, 2001).

Many educators chose to meet the Act 48 requirements by the most convenient and cost effective means possible. School districts need to have professional educators employed that have active certification. Utilizing the flexibility of the guidelines, many school districts chose to provide their educators with Act 48 credits and/or hours whenever possible to assist them in their efforts to meet the requirements, including department meetings, district level meetings, in-service days, and Act 80 days. For educators, participation in the CPE activities is required. Completing the mandated paperwork to earn credit hours is of little consequence compared to the cost and time requirements of college courses. For school districts, the additional maintenance of the CPE activities and Act 48 credit submission is not a major burden, since the CPE activities would occur with or without the influence of Act 48. In addition, many bargaining agreements allow teachers to get some degree of reimbursement for college credits. Providing Act 48 credit for CPE activities in-house is cost-efficient for school districts, as well.

Educators are given the awesome responsibility of educating the youth of America. With changes in society and family structures, schools have taken on many responsibilities of raising children, including providing counseling services, sex education, providing healthy meals and wellness education, college and career guidance, and PreK childhood education and interventions. Many of these new responsibilities are controversial. Many parents, community leaders, religious leaders, teachers, administrators, and educational organizations (to name a few) disagree with school districts' new roles. However, the fact remains that the government and in some cases, families, now rely on schools to provide these services. It is a daunting task to

educate children today with the tribulations in the local communities and in the world children must face and with the high expectations placed on their educational performance. It is what it is.

Saying that, as educators, we must accept that we are life-long learners. We have to be in order to keep up with the world around us. Seasoned educators need to understand that this is a different world today than it was five, ten, or twenty-five years ago. There is still much to learn. Children today learn and think differently and have access to technology and information that we could have only dreamed of just a decade ago. New educators need to acknowledge that they are new to the profession. A recent degree or advanced degree does not make the perfect educator. It takes time and experience to learn how to teach, how to supervise, and how to lead. It is good to have learned about the new advancements in education, including pedagogy, assessment, and utilization of technology. However, there is a lot to be said about helping a child, who struggles with focusing in class because of personal abuse he endures, have the will and the determination to succeed in school. Learning about it and experiencing it are two very different challenges.

Educators should take advantage of the opportunities that are provided as a result of the CPE requirements. The CPE must be done; make the experiences meaningful and productive. All educators need to continue their own professional development so that they can provide the best education possible to our children. They deserve nothing less.

4.4 FURTHER RESEARCH

Based upon the findings and limitations of this study, this researcher offers the following opportunities for further study.

4.4.1 The Original Intent of the Law, 24 P.S. §§ 12-1205.1 et seq.

This study focused on the statutory language and the language PDE uses in its guidelines. Further study could attempt to identify the original intent of the law and to what degree the intent is being fulfilled by the organizations addressed in the law. These organizations include, but are not limited to, PDE, public school districts, intermediate units, and area vocational-technical schools.

4.4.2 Alignment of CPE Activities and Educators' Certification, Assignment, and Strategic Plan Goals

This study analyzed the CPE activities that public school districts submitted to PDE for Act 48 credit. This does not include all activities in which the certified educators employed by the school districts participated. Further study could examine the CPE activities – type and content – that educators have taken for Act 48 credit. The purpose would be to examine the degree to which the CPE activities in which educators participate are aligned to their certification, their assignment, and/or the strategic plan goals of the employing school district.

4.4.3 CPE Activities of Certified Educators Not Employed by a Public School District

This study focused on public school entities. Act 48 regulations pertain to all certified educators in Pennsylvania. Further study could include the examination of the CPE activities in which educators, not employed by a public school district as full-time professional employees, participate. This could include certified educators employed as substitutes at one or more school

district. It could also include those employed by other organizations addressed in the law, including, but not limited to, PDE, intermediate units, vocational-technical schools, and educational organizations (e.g., PSEA, PSBA, etc.). The purpose could be to identify the type and content of the CPE activities in which these educators participate. Do the CPE activities align with their current certification and/or their assignment? If they are employed by a number of school districts as substitutes, what school district is required to monitor their CPE activities?

4.4.4 CPE Activities by Type of Certificate and/or Certificated Area

Further study could examine the CPE activities, type and content, of choice of educators of any select certificate and/or certificate content area. The focus of study could be to determine to what degree the CPE activities in which educators of any a specific certificate participate correspond to their certificated specialty.

4.4.5 CPE Compliance of School Districts Mandating IPDPs of all Professional Educators

Further study could focus on the CPE activity compliance of PA school districts that require their professional employees to complete IPDPs. The completion of an IPDP requires educators to establish goals and align their CPE activities with those goals. The study could examine how the implementation of an IPDP system in a school district(s) affects the CPE choices of professional educators and/or the alignment of those activities to the school district's strategic plan goals.

4.5 REFLECTIONS

*The illiterate of the 21st century will not be those who cannot read and write,
but those who cannot learn, unlearn, and relearn.*
~ Alvin Toffler

As I reflect on this dissertation process, I think about what I have learned about myself and my own learning process. I have always been considered an “over-achiever.” If I put my mind to it, I believe that I can do anything. My parents instilled that belief in me, whether they are aware of it or not. However, it took this arduous process for me to appreciate the time, effort, patience, and humility it takes truly to be a lifelong learner.

I am fortunate to have had a supportive family that valued education and encouraged me to continue my education. Not all individuals have that. Now that I have a child of my own, I see first-hand the potential in him, the potential that every child has in him. I have a new sense of enthusiasm and resolve in my career. I believe that every child should have the best chance to be successful in life. For that to happen, a positive educational experience must be provided for every child because not every child has the solace of a supportive family, safe home, and balanced meal when he leaves the school building.

The expectations for children in education today extend far beyond the 3Rs, basics of reading, writing, and arithmetic. With the advancements in technology, children have an immense amount of information at the tips of their fingers. Their world is not limited to the community in which they live; it is global. In this world, individuals must have those basic skills, but also the skills to search for information, to problem solve, to think critically and creatively, and to communicate effectively with people of different countries and cultures, more

so than ever before. Children have to become lifelong learners in order to sustain the interruptions and changes the world throws at them. As Alvin Toffler stated, “those who cannot learn, unlearn, and relearn” will be at a disadvantage in the 21st century. As educators, we have to show them how to become lifelong learners, through our teachings and our actions.

APPENDIX A

ACT 1999-48 (24 P.S. §§ 12-1205.1 ET SEQ.)

SESSION OF 1999

Act 1999-48

No. 1999-48

AN ACT

HB 8

Amending the act of March 10, 1949 (p.l.30, no.14), entitled "an act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," further providing for contracts with private residential rehabilitative institutions, for continuing professional development and for a program for continuing professional education; providing for national board certification and for private alternative education institutions for disruptive students; and making an appropriation.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Section 914.1-A of the act of March 10, 1949 (P.L. 1.30, No.14), known as the Public School Code of 1949, amended December 17, 1982 (P.L.1378, No.316), is amended by adding a subsection to read:

Section 914.1-A. Contracts with Private Residential Rehabilitative Institutions;
Certain Criteria in Department Audits.—* * *

(f) The educational program cost criteria of a private residential rehabilitative institution that are deemed allowable by the department for the private residential rehabilitative institution's 1998-1999 school year shall be acceptable for all future audits conducted by the department.

Section 2. Section 1205.1 of the act, amended or added December 15, 1986 (P.L.1602, No.178) and March 30, 1988 (P.L.321, No.43), is amended to read:

Section 1205.1. Continuing Professional Development.--(a) **[By January 1, 1989, every school district, joint school district, intermediate unit and area vocational technical school shall submit to the Secretary of Education for approval a continuing professional development plan, developed pursuant to the provisions of subsection (b) and including, at a minimum, the elements provided for in subsection (c). The secretary shall determine approximately one-third of the school districts, joint school districts, intermediate units and area vocational-technical schools which shall submit two-year plans, one-third which shall submit three-year plans and one third which shall submit four-year plans by January 1, 1989. Thereafter, upon] Upon the expiration of [the] an existing professional development plan, each school [district, joint school district, intermediate unit and area vocational-technical school] entity shall submit to the secretary for approval a [two-year] three-year professional [development] education plan.**

(b) The professional **[development] education** plan provided for in subsection (a) shall be prepared by **[teacher representatives chosen by the teachers] a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the [administrative personnel of the school district, joint school district, intermediate unit or area vocational-technical school and shall then be approved by the board of directors prior to submission to the secretary] administrators of the school entity. The committee shall include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors. The plan shall be approved by the board of directors prior to submission to the department for approval. Amendments to the plan may be recommended by the continuing professional education committee, approved by the board of directors of the school entity, and submitted to the department for approval. The secretary may specify the time at which and the form in which such plans are to be submitted. The State Board of Education shall promulgate regulations, subject to the act of June 25, 1982 (P.L. 633, No.181), known as the "Regulatory Review Act," establishing the minimal content of such plans. The provisions of section 2552 shall apply to any school **[district, joint school district, intermediate unit or area vocational-technical school] entity** failing to comply with the provisions of this section.**

(c) The professional **[development] education** plan of each school **[district, joint school district, intermediate unit and area vocational-technical school] entity** shall be designed to meet the educational needs of that school entity and its professional employes. **[each plan shall include options for professional development and for fulfilling the professional development requirements of subsection (d), including activities such as professionally related graduate level coursework, obtaining a professionally related master's degree, department of education approved inservice courses, curriculum development work, attendance at professional conferences and supervised classroom observations of other professional employes. In its professional development plan, a school district, joint school district, intermediate unit or area vocational-technical school may provide for undertaking joint or cooperative professional development activities with another school entity or an institution of higher education.]** A school entity shall annually review its plan to determine whether or not it continues to reflect the needs of the school entity and its strategic plan and the needs of its professional employes, students and the community. The plan shall be amended as necessary to ensure that the plan meets the requirements of this subsection. The plan shall specify the continuing professional educational courses, programs, activities and other learning experiences approved to meet continuing professional development requirements under section 1205.2(c).

(c.1) The continuing professional education plan shall specify the professional education needs that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification. The options may include, but shall not be limited to:

- (1) collegiate studies;**
- (2) continuing professional education courses taken for credit;**
- (3) other programs, activities or learning experiences taken for credit or hourly**

to include:

(i) curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors;

(ii) participation in professional conferences and workshops;

(iii) education in the workplace, where the work relates to the professional educator's area of assignment and is approved by the board of directors;

(iv) review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors;

(v) in-service programs that comply with guidelines established by the department;

(vi) early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade;

(vii) special education activities for professional educators whose area of assignment includes students with special needs; or

(viii) other continuing professional education courses, programs, activities or learning experiences sponsored by the department.

(c.2) A professional education plan may include joint or cooperative professional education activities with another school entity or an institution of higher education.

(c.3) A professional education plan shall describe how the plan meets the educational and staff development needs of the school entity, its professional educators, students and the community. The professional education plan shall identify the individuals who developed the plan and the method used to select those individuals.

(c.4) A professional education plan shall identify any provider approved by the professional education committee to provide the continuing professional education options listed in the plan. Such providers shall be required to provide the school entity with official notice of the credits or hours of continuing professional education options successfully completed by the school entity's professional educators.

(d) [All professional employes of school districts, joint school districts, intermediate units or area vocational-technical schools receiving their initial Pennsylvania teaching or administrative certification, as provided

for in this article, on or after June 1, 1987, shall be required at least once during every five-year period, commencing upon receipt of a permanent teaching certificate or an initial administrative certificate, to participate in professional development activity pursuant to the professional development plan of that professional employe's school district, joint school district, intermediate unit or area vocational-technical school. A professional employe who obtains a professionally related master's degree shall be deemed to have complied permanently with the provisions of this subsection. The chief school administrator of every school district, joint school district, intermediate unit and area vocational-technical school shall certify annually to the secretary the names of professional employes who have received their initial Pennsylvania teaching or administrative certification on or after June 1, 1987, and the professional development activities in which these employes have participated. The certification shall be made at such time and in such form as the secretary may require.

(e) The provisions of State Board of Education regulations in 22 Pa. Code § 49.17(a) and (b), promulgated September 13, 1984, are hereby specifically declared to be contrary to the provisions of this section and therefore null and void. Nothing in this section shall be deemed to affect the provisions of 22 Pa. Code § 49.17(c), (d) and (e).] All professional educators of a school entity shall meet the professional education requirements of this section and section 1205.2 in order for the professional educator to maintain active certification.

Section 3. The act is amended by adding sections to read:

Section 1205.2. Program of Continuing Professional Education.--(a) A continuing professional education program is hereby established for professional educators the satisfactory completion of which is required to maintain active certification. The continuing professional education program shall require the satisfactory completion of continuing professional education every five (5) years, which shall include:

- (1) six (6) credits of collegiate study;
- (2) six (6) credits of continuing professional education courses;
- (3) one hundred eighty (180) hours of continuing professional education programs, activities or learning experiences; or
- (4) any combination of collegiate studies, continuing professional education courses, or other programs, activities or learning experiences equivalent to one hundred eighty (180) hours.

(b) For the purposes of calculating hours and credits of continuing professional education, one (1) credit of collegiate studies or continuing professional education courses shall be equivalent to thirty (30) hours of continuing professional education programs, activities or learning experiences. In the initial year of the implementation of the continuing professional education requirements under this subsection, the department may evaluate and approve credits or continuing professional education

courses which were completed on or after January 1, 2000, for application to the continuing professional educational requirement.

(c) The requirements of subsection (a) may be satisfied by a professional educator, whether or not presently employed by a school entity, by the successful completion of credits or hours to include any of the following:

(1) Credits of collegiate studies related to an area of the professional educator's assignment or certification at an institution of higher education approved by the department.

(2) Credits of continuing professional education courses related to an area of the professional educator's assignment or certification conducted by providers approved by the department.

(3) Hours of other continuing professional education programs, activities or learning experiences related to an area of the professional educator's assignment or certification conducted by providers approved by the department.

(4) Credits or hours completed in any collegiate studies, continuing professional education courses or continuing professional education programs, activities or learning experiences included in the professional education plan of the professional educator's school entity and conducted by:

(A) the department;

(B) providers approved by the department;

(C) the professional educator's school entity; or

(D) providers approved as part of the professional education plan of the professional educator's school entity.

(5) Credits or hours not included in clauses (1) through (4) approved by the board of directors of the school entity.

(6) Credits or hours required to obtain administrator certification.

(7) Credits or hours in an area other than the area of the professional educator's assignment or certification if the professional educator may be transferred by the board of directors to another assignment. The credits or hours must be approved for the professional educator by the board of directors.

(d) In order to ensure that credits and hours of continuing professional education are of high quality and designed to significantly advance the goals of improving and updating the educational skills of professional educators in this commonwealth, the department shall develop and implement guidelines to approve certain providers of continuing professional education programs. The guidelines shall include a process to approve:

(1) providers of collegiate studies;

(2) providers of professional education courses;

(3) providers of continuing professional education programs, activities or learning experiences. Provided, the department, a professional educator's

school entity or a provider approved as part of the school entity's professional education plan need not be approved by the department; and

(4) providers included as part of the professional education plan of a school entity, for use by a school entity's professional education committee.

(e) If the school entity is assuming all costs of credits or hours, the board of directors may disapprove any course, program, activity or learning experience that is inconsistent with the goals of the professional educational plan.

(f) The department shall annually provide a minimum of forty (40) hours of continuing professional education courses, programs, activities or learning experiences at no charge to professional educators employed by a school entity. In providing these courses, the department shall seek to use the most efficient and costeffective means possible, including the use of advanced technology such as cd-rom, the Internet and distance communication.

(g) The department shall adopt guidelines to establish a system for maintaining records of credits and hours of continuing professional education successfully completed by professional educators. Those guidelines shall include requirements that:

(1) A school entity shall notify the department and the professional educator employed by the school entity of the successful completion of credits or hours of programs, activities or learning experiences conducted by the school entity and shall forward to the department any official notice given by a provider identified in the school entity's professional education plan that a professional educator has successfully completed credits or hours of collegiate studies, continuing professional education courses or programs, activities or learning experiences conducted by the provider.

(2) An approved provider shall notify the department, the school entity that employs the professional educator and the professional educator of the successful completion of credits or hours of collegiate studies, continuing professional education courses or programs, activities or learning experiences conducted by the approved provider.

(3) The department shall notify the school entity that employs the professional educator and the professional educator of the successful completion of credits or hours of continuing professional education courses or programs, activities or learning experiences conducted by the department.

(h) The department shall provide the following information to professional educators and school entities:

(1) Notice of the number of credits or hours needed for a professional educator to comply with this section, as of the date on which such notice is given. Such notice shall be provided no later twelve (12) months prior to the end of a professional educator's five-year compliance period.

(2) Reasonable access to reports and records relating to a professional educator's continuing professional education.

(3) Notice of inactive certification requested by a professional educator.

(4) Notice of inactive certification due to failure of the professional educator to meet the requirements of this section, whether or not the individual is employed by a school entity.

(5) Notice of reinstatement.

(i) The Secretary of Education shall provide an educator with the opportunity to appeal any determination that the educator's certification is inactive pursuant to 2 Pa.C.S. Chs. 5 (relating to practice and procedure) and 7 (relating to judicial review).

(j) The department shall establish a procedure to grant extensions to professional educators to fulfill the requirements of this section based upon extenuating circumstances.

(k) A professional educator who is not employed by a school entity as a professional or temporary professional employe may apply to the department for inactive certification. Inactive certification shall:

(1) Suspend the requirements of this section until inactive certification is removed by the department. Upon the removal of inactive certification, a professional educator shall have the same number of hours of continuing professional education and the same amount of time in which to complete those hours as existed for the professional educator at the time inactive certification was granted.

(2) Be removed by the department upon the application of the professional educator and evidence of the completion of thirty (30) hours of continuing professional education within the immediate preceding twelve (12) months. The department shall establish guidelines to approve courses that will authorize the removal of inactive certification.

(3) Disqualify an individual from being employed by a school entity as a professional or temporary employe. An individual with inactive certification may be employed as a temporary substitute teacher for no more than ninety (90) days during a school year.

(l) The department shall submit an annual report to the chairman and minority chairman of the Appropriations Committee and the Education committee of the Senate and the Chairman and minority chairman of the Appropriations Committee and the Education Committee of the House of Representatives regarding the program of continuing professional education. The report shall include information about programs offered by the department, including costs, the number of professional educators who have met continuing professional education requirements during each compliance period; and the number of professional educators who have not met the requirements.

(m) The State Board of Education may promulgate any final-omitted regulations necessary to implement this section.

(n) Nothing contained in this act shall supersede or preempt any provisions of a collective bargaining agreement between a school entity and an employe organization in effect on the effective date of this act.

(o) Definitions.--as used in this section, the following words and phrases shall have the meanings given to them in this subsection:

"Approved provider" is an institution of higher education, school entity, individual, corporation, partnership, limited liability company or association approved by the department to provide continuing professional education credits or hours under this section. Provided, a school entity may approve a provider of continuing professional education credits or hours in accordance with department guidelines.

"Area of a professional educator's assignment or certification" shall mean any component of the education profession as it relates to the current job title or description of the professional educator, or to any area of certification listed on the professional employe's Pennsylvania certification or to the type of certificate or endorsement held by the professional educator.

"Collegiate studies" shall mean a formal program or course of study at an institution of higher education leading to the award of academic credit.

"Continuing professional education courses" shall mean courses for credit, other than collegiate studies, conducted by providers approved by the department.

"Professional educator" shall mean an individual who holds a Pennsylvania teacher, educational specialist or administrative certification or letter of eligibility.

"School entity" shall mean a school district, an intermediate unit, a joint school district, an area vocational-technical school, a charter school, the Scotland School for Veterans' Children and the Scranton School for the Deaf or any of these acting jointly.

Section 1205.3. Charter Schools.--An uncertified teacher or administrator who is employed full-time by a charter school shall comply with the continuing professional education requirements of section 1205.1 and 1205.2(a) through (c) to maintain employment in a charter school. The charter school shall maintain the records of an uncertified teacher or administrator who is employed full-time by a charter school.

Section 4. Section 1902-C of the act is amended by adding a clause to read:

Section 1902-C. Applications.--Applicants shall submit applications at the time, in the manner and containing or accompanied by such information as the department may prescribe but, in any case, shall document the following:

* * *

(8) An applicant applying for funds under this section that contracts with a private alternative education institution under article XIX-E shall be exempt from the application requirements in clauses (1), (3) and (6).

Section 5. The act is amended by adding an article to read:

Article XIX-E.

Private Alternative Education Institutions For Disruptive Students.

Section 1901-E. Definitions.--For purposes of this article, the following terms shall have the following meanings:

"Private alternative education institution." An institution operated by an individual or a for-profit or not-for-profit entity to provide alternative education programs as defined in section 1901-c(1).

"School entity." A school district, joint school, charter school, area vocational technical school, combination of school districts or intermediate unit.

Section 1902-E. Contracts with private alternative education institutions.--

(1) A school entity may contract with a private alternative education institution.

(2) A contract under this section shall specify the policies established by the school entity to identify those students who are eligible for assignment to the institution and assure that the placement of a student will comply with the informal hearing procedures set forth in 22 Pa. Code § 12.8(c) (relating to hearings). Notice of the hearing should precede placement in the institution. Where the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may be immediately removed from the regular education curriculum with notice and a hearing to follow as soon as practicable.

(3) A private alternative education institution shall:

(i) be exempt from statutory requirements established in this act and from regulations of the state board of education and standards of the secretary of education, except the following: sections 111, 325, 326, 327, 431, 436, 437, 443, 518, 527, 736, 737, 738, 739, 740, 741, 753, 755, 771, 809, 810, 1112(a), 1303(a), 1317, 1317.1, 1317.2, 1327, 1332, 1361, 1366, 1501, 1513, 1517, 1518, 1546 and 1547 of this act; articles XIII-A and XIV of this act; 22 Pa. Code Chs. 4 (relating to academic standards and assessment); 11 (relating to pupil attendance) and 14 (relating to special education services and programs); act of July 17, 1961 (p.l.776, no.341), known as the "Pennsylvania Fair Educational Opportunities act"; and regulations promulgated pursuant to this article.

(ii) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion or ancestry and shall provide for enrollment and hiring in a nondiscriminatory manner.

(iii) be nonsectarian in all operations and shall not provide any religious instruction, nor shall it display religious objects and symbols on the premises of the institution.

(iv) be subject to any additional requirements established through regulation.

(v) submit an application to the department of education as prescribed by the Department of Education.

(4) A private alternative education institution shall submit an annual report to the Department of Education containing information required by the Department of Education.

Section 1903-E. Approval by Department of Education.--(a) a private alternative education institution may not operate in this Commonwealth unless it is approved by the Department of Education.

(b) The Department of Education shall be responsible for evaluating a private alternative education institution's initial application to operate in this commonwealth and each private alternative education institution operating in this commonwealth shall be reevaluated for approval every three years.

(c) The Department of Education may issue guidelines for the operation of a private alternative education institution.

Section 6. The sum of \$10,000,000, or as much thereof as may be necessary, is hereby appropriated to the Department of Education for fiscal year July 1, 1999, to June 30, 2000, for alternative education. This amount shall replace the amount appropriated for alternative education in section 212 of the act of May 5, 1999 (P.L. , No.1A), known as the General Appropriation Act of 1999. Any expenditures from the appropriation in section 212 of the General Appropriation Act of 1999 shall be credited to this appropriation.

Section 7. This act shall take effect as follows:

(1) The amendment of sections 914.1-A and 1902-C and the addition of article XIXE of the act shall take effect immediately.

(2) Section 6 and this section shall take effect immediately.

(3) The remainder of this act shall take effect July 1, 2000.

APPROVED—The 23rd day of November, A.D. 1999.

THOMAS J. RIDGE

APPENDIX B

**TABLE 16: FEDERAL FUNDING SOURCES AVAILABLE THROUGH THE NO
CHILD LEFT BEHIND ACT OF 2001**

Table 16: Federal Funding Available Through the No Child Left Behind Act of 2001.

Title #	Name of Federal Program
Title I:	Helping Disadvantaged Children Meet high Standards
Title II:	Preparing, Training, and Recruiting High Quality Teachers and Principals
Title III:	Language Instruction for Limited English Proficient and Immigration Students
Title IV:	21 st Century Schools
Title V:	Promoting Informed Parental Choice and Innovative Programs
Title VI:	Flexibility and Accountability
Title VII:	Indian, Native Hawaiian, and Alaska Native Education
Title VIII:	Impact Aid
Title IX:	General Provisions
Title X:	Repeals, Redesignations, and Amendments to Other Statutes

Source: No Child Left Behind Act of 2001 [Electronic version], 20 U.S.C. §§ 1001 et seq. (2002).

APPENDIX C

TABLE 17. MANDATED CPE FOR CERTIFICATION/LICENSURE BY STATE

Table 17: Mandated CPE for Certification/Licensure by State.

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
Alabama	Professional Certificate	Renewal	3 yrs	5 CEUs of CPE, 3 semester/4 quarter hours of credit, 5 hours of credit and 3 semester/4 quarter hours credit, OR 6 semester/9 quarter hours.	**
Alaska	Initial Certificate	Transition to Professional Certificate	3 yrs	3 years satisfactory service; complete approved teacher preparation credit; complete required Alaska Studies and Alaska Multicultural program, pass content area exam; AND (if issued after 8/30/06) 2 satisfactory performance reviews.	2005
	Professional Certificate	Renewal	5 yrs	6 semester hours or 9 quarter hours of credit (3 credits must = upper division coursework).	
	Master Certificate	Certificate Issuance	10 yrs	Obtain National Board Certificate OR pass 2 Performance Reviews with minimum required score.	
		Renewal	10 yrs	Pass 2 Performance Reviews with minimum required score.	
Arizona	Provisional Certificate	Conversion to Standard Certificate	2-4 yrs	2 yrs successful teaching AND pass the performance portion of the Arizona Educator Proficiency Assessment (to be developed). For EL only – 45 hrs or 3 semester hrs of instruction in research-based systematic phonics.	**
	Standard Certificate	Renewal	6 yrs	180 hrs of CPE and/or 12 semester hrs of education coursework.	
Arkansas	Initial Licensure	Transition to Standard License	1-3 yrs	Pass Praxis III Performance Assessment	2002
	Standard License	Renewal	5 yrs	60 hrs of CPE annually beginning 2005-06 school yr.	
California	Preliminary Credential	Transition to Professional Clear Credential	max. 5 yrs	3 Options: (1) Complete the Professional Teacher Induction Program; (2) Complete a 5 th yr of study at a California University (only for credentials issued prior to 12/1/04); OR (3) Earn National Board Certification.	**
	Professional Clear Credential	Renewal	5 yrs	Satisfactory teaching experiences.	
Colorado	Initial Teacher License	Renewal	3 yrs	No requirements.	1991
		Transition to Professional Teacher License	3 yrs	Complete Induction Program in Colorado.	
	Professional Teacher License	Renewal	5 yrs	6 semester hours of college credit and/or 90 hours of CPE.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
	Professional Teacher License	Transition to Master Teacher Certificate	5 yrs	Hold a Professional Teacher License with satisfactory teaching experiences; complete ongoing CPE; demonstrate outstanding achievements in and contributions to education; demonstrate excellence in content and performance standards; AND demonstrate teaching competencies through National Board Certification or completion of a portfolio.	
	Master Teacher Certificate	Renewal	7 yrs	6 semester hours of college credit and/or 90 hours of CPE.	
Connecticut	Initial Educator Certificate	Transitional to Provisional Educator Certificate	3 yrs	2 Options: (1) Complete 10 months of successful appropriate experience under initial educator certificate and successfully complete the Beginning Educator Support (BEST) Program OR (2) Complete 30 months of appropriate experience within 10 yrs of service	2003
		Reissuance	3 yrs; 5X	No requirements.	
	Provisional Educator Certificate	Transition to Professional Educator Certificate	8 yrs	Complete 30 months of satisfactory service AND earn a Masters Degree or a minimum 30 hours of graduate credit.	
	Professional Educator Certificate	Continuation	5 yrs	9 CEUs and/or 4 semester hours of graduate credit.	
Delaware	Initial License	Transition to Continuing License	3 yrs	3 yrs of successful teaching.	2002
	Continuing License	Renewal	5 yrs	90 hours of CPE (45 hours must be related to educator's work with students and staff).	
		Transition to Advanced License	10 yrs	Earn National Board Certification.	
	Advanced License	Renewal	10 yrs	Maintain proficiency through National Board for Professional Teaching Standards (NBPTS).	
Florida	Statement of Eligibility	Issuance	3 yrs	Meet requirements to apply for a teaching job in Florida and for Florida teaching cert.	2003
	Temporary Certificate	Issuance	3 yrs	Must be employed by a Florida school district as a teacher.	
		Transition to Professional Certificate	3 yrs	Demonstrate mastery of Subject Area Knowledge/General Knowledge/Professional Preparation and Education Competencies.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
	Professional Certificate	Renewal	5 yrs	6 semester hours of college credit or equivalent; National Board Certification; 6 semester teaching college course(s); 60 in-service points; earn passing score on Florida Area Test; OR any combination of those stated.	
Georgia	Clear Renewable Certificate	Renewal	5 yrs	10 credits of Georgia Professional Learning Units (Plus); 10 CEUs; or 10 credits based on U.S. Department of Education Teacher-to-Teacher Work Standards.	2006
	Performance-Based Certificate	Renewal	5 yrs	Discontinued 1990. Recipients must meet renewal requirements of current certificate.	
	Life Certificate	Issuance	Perm.	Discontinued 1974. No requirements.	
Hawaii	Teacher License	Renewal	3 yrs	Submit and complete a Professional Growth Experiences Plan, including a minimum of 60 CPE points and/or 12 college credits.	**
Idaho	Idaho Interim Certificate	Issuance	3 yrs	Must be employed by an Idaho school district as a teacher.	1997
		Transition to Clear Idaho Certification	3 yrs	Complete Mentoring Program AND Technology Competency. For EL only – complete Idaho Comprehensive Literacy Course of Assessment.	
	Clear Idaho Certificate	Renewal	5 yrs	6 credits of CPE (3 credits must be college credit).	
Illinois	Initial Level Certificate	Transition to Standard Level Certificate	4 yrs	4 years of satisfactory teaching AND 1 of the following CPE options: advanced degree, National Board Certification, 12 semester hours of graduate-level coursework, additional IL certificate or endorsement, requirements of NCLB HQ status in another teaching area, 4 semester hours of approved graduate, credits in either self-assessment or NBPTS preparation, Approved Induction Program, 60 Continuing Professional Development Units (CPDUs), OR professional development certificate.	2000

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
	Standard Level Certificate	1 st Renewal	5 yrs	1 of the following: advanced degree, National Board Certification, 8 semester hours of graduate-level coursework, additional IL certificate or endorsement, requirements of NCLB HQ status in another teaching area, 4 semester hours of approved graduate, credits in either self-assessment or NBPTS preparation, or 120 CPDUs.	
		Additional Renewals w/Advanced Degree	5 yrs	1 Masters/80 CPDUs and/or 16 CEUs; 2 Masters Degrees and/or Doctorate = 40 CPDUs and/or 8 CEUs.	
		Transition to Master Level Certificate	5+ yrs	Earn National Board Certification.	
	Master Level Certification	Renewal	10 yrs	40 CPDUs and/or 8 CEUs.	
Indiana	Initial Practitioner License	Renewal	2 yrs; 2X	Available only to those not employed by an Indiana school district	2004
		Transition to Proficient Practitioner License	2+ yrs	Complete Indiana Mentoring and Assessment Program (IMAP) AND portfolio, alternate assessment OR approved experience.	
	Proficient Practitioner License	Renewal	5 yrs	Submit completed Professional Growth Plan (PGP).	
	Standard Teaching License	Renewal	5 yrs	Discontinued 6/1/04. 6 credits OR submit completed PGP.	
		Renewal with Masters or 36 credits earned	5 yrs	90 CRUs	
		Convert to Professional Teaching License	5+ yrs	Masters degree AND 5 yrs satisfactory teaching.	
	Professional Teaching License	Renewal	5 yrs	Discontinued 6/1/04. 6 credits or 90 CEUs.	
Life License	Issuance/Renewal	5 yrs	Discontinued 9/1/90. Current holders must renew the life license every 5 yrs by completing 6 credits or 90 CEUs.		
Iowa	Initial License	Convert to Standard License	2 yrs	2 yrs of satisfactory teaching AND Mentoring/Induction Program.	2003
	Standard License	Renewal	5 yrs	6 renewal credits.	
		Convert to Master License	5+ yrs	5 renewal credits, Masters degree AND 5 yrs of satisfactory teaching.	
	Master License	Renewal	5 yrs	4 renewal credits.	
Kansas	Conditional Teaching License	Convert to Professional Teaching License	2 yrs	Successful completion of Kansas Performance Assessment.	2003

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
	Professional Teaching License	Renewal – Bachelors degree	5 yrs	8 college credits or 80 professional development points and 4 college credits.	
		Renewal – Masters degree	5 yrs	6 credits or 120 professional development points.	
		Convert to Accomplished Teaching License	5+ yrs	National Board Certification.	
	Accomplished Teaching License	Renewal – Bachelors degree	10 yrs	8 credits or 80 professional development points and 4 college credits.	
		Renewal – Masters degree	10 yrs	6 credits or 120 professional development points.	
Kentucky	Provisional Teaching Certificate	Transition to Professional Teaching Certificate	1 yr	Successful completion of Internship.	1985
	Professional Teaching Certificate	Initial Issuance	4 yrs	Meet transition requirements.	
		1 st Renewal	5 yrs	15 graduate credits OR Phase I of the Continuing Education Option (CEO).	
		2 nd Renewal	5 yrs	Masters degree, approved 5 th year program (32 credits) OR completion of CEO Requirements.	
	Subsequent Renewals	5 yrs	3 yrs of successful teaching in previous 5 yrs or 6 graduate credits.		
Louisiana	Level 1 Professional Certificate	Transition to Level 2 Professional Certificate	3 yrs	Pass Louisiana Teacher Assistance and Assessment Program AND 3 yrs of successful teaching.	2002
	Level 2 Professional Certificate	Renewal	5 yrs	150 hours of CPE.	
		Transition to Level 3 Professional Certificate	5 yrs	Masters degree AND 5 yrs of satisfactory teaching.	
	Level 3 Professional Certificate	Renewal	5 yrs	150 hours of CPE.	
Maine	Provisional Certificate	Renewal – Employed	1-2 yrs	Recommendation by the superintendent or approved certification support system.	2005
		Renewal – Not Employed	2 yrs	No requirements.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
		Transition to Professional Certificate	2+ yrs	1 of 3 Options: (1) 2 yrs satisfactory teaching, meet standards for professional growth, recommend. from cert. support system OR employed for <2 yrs, and positive recommendation from certification support system following completion of an action plan; (2) 2 yrs of satisfactory teaching, <2 yrs teaching in Maine, AND positive recommendation following minimum of 1 observation; OR (3) 5+ yrs of teaching in another state, National Board Certification OR meet entry-level standards for endorsement area.	
	Professional Certificate	Renewal	5 yrs	Complete a renewal plan for 6 credits approved study and positive recommendation by the approved certification support system.	
		Transition to Master Certificate	5+ yrs	Demonstrate exemplary professional skills in teaching/specialty in standards of professional growth; knowledge in current theories of effective instruction; demonstrated outstanding contributions to the profession in 1 designated area; AND hold valid Professional Certificate in area.	
	Master Certificate	Renewal	5 yrs	Meet transition requirements.	
Maryland	Professional Eligibility Certificate	Renewal – Not Employed	5 yrs	6 semester hours of acceptable credit.	1991
		Transition to Standard Professional Certificate I	5 yrs	Earn a teaching position in a Maryland school district.	
	Standard Professional Certificate I	Renewal	5 yrs	6 semester hours of acceptable credit.	
		Transition to Advanced Professional Certificate	5+ yrs	3 yrs of satisfactory teaching, 6 semester hours of acceptable credit AND Masters degree OR 36 semester hours (min. 15 hours = graduate credit, remaining hours = undergraduate credit, graduate credit, Continuing Professional Credit (CPDs) or National Board Certification and min. 12 semester hours of approved graduate credit).	
	Advanced Professional Certificate	Renewal	5 yrs	6 semester hours of acceptable credit.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
Mass.	Initial License	Renewal	5 yrs	Align Individual Professional Development Plan (IPDP) with school/district improvement plans, supervisor approval of IPDP, supervisor approval 80% of Professional Development Points (PDPs) consistent with educational goals of school/district AND 10 hrs in topic.	1999
		Transition to Professional License	3+ yrs	3 yrs satisfactory teaching under Initial License, Teacher Induction Program completion, AND 1 option.	
	Professional License	Renewal	5 yrs	Align IPDP with school/district improvement plans, supervisor approval of IPDP, supervisor approval 80% of PDPs consistent with educational goals of school/district AND 10 hrs in topic.	
Michigan	Provisional Certificate	1 st Renewal	3 yrs	Complete 10+ credits of 18 credit program OR Masters degree	2006
		2 nd Renewal	3+ yrs	Complete 18 credit program OR Masters degree.	
		3 rd Renewal	6+ yrs	Meet all requirements of Professional Certificate but 3 yrs of teaching.	
		Transition to Professional Certificate	3+ yrs	3 yrs of satisfactory teaching, 18 credits or Masters degree AND appropriate Reading Methods coursework.	
	Professional Certificate	Renewal	5 yrs	6 credits, 18 CEUs OR combination of credits/CEUs.	
Minnesota	Professional License	Renewal	5 yrs	125 hours of CPE	1973
Mississippi	Standard Educator License	Renewal – Bachelors degree or Equivalent	5 yrs	10 CEUs in content area, 6 credits in content area, OR 3 credits and 5 CEUs in content area.	1982
		Renewal – Masters	5 yrs	3 credits or 5 CEUs.	
Missouri	Initial Professional Certificate	Upgrade to Professional Career Certificate	1-4 yrs	4 yrs of satisfactory teaching, develop and implement professional development plan, complete 2 year Mentor Program, participate in beginning teacher assistance program, 30 hours of CPE AND yearly performance-based teacher evaluation program.	2003
	Professional Career Certificate	Renewal	5-99 yrs	15 hours annually until exempt.	
	Professional Development Exempt Status	Issuance	Permanent	2 of 3: 10 yrs of satisfactory teaching, next higher degree AND/OR National Board Certification.	
	Lifetime Certificate	Maintain	Permanent	Discontinued 1988. No requirements.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
Montana	Standard License	Renewal	5 yrs	3 semester credits and 15 OPI renewal units, 4 semester credits, 4 quarter credits and 20 OPI, 5 quarter credits and 10 OPI, OR 6 quarter credits.	1975
		Transition to Professional License	3+ yrs	3 yrs of satisfactory teaching AND Masters degree or 30 graduate credits.	
	Professional License	Renewal	5 yrs	60 OPI.	
Nebraska	Initial Teaching Certificate	Transition to Standard Teaching Certificate	5 yrs	15 pre-approved college credits AND Institutional Verification Form.	2003
	Standard Teaching Certificate	Transition to Professional Teaching Certificate	5 yrs	Masters degree in Curriculum and Instruction or content area taught.	
	Professional Teaching Certificate	Renewal	5 yrs	6 semester credits OR 2 yrs of satisfactory teaching.	
Nevada	Initial License	Transition to Professional License	3 yrs	3 yrs of satisfactory teaching experience.	1981
	Professional License	Renewal with Bachelors degree	5 yrs	3 yrs of satisfactory teaching AND 6 college/CPE credits.	
		Renewal with Masters degree	6 yrs	3 yrs of satisfactory teaching AND 6 college/CPE credits.	
		Renewal with Specialist degree	8 yrs	3 yrs of satisfactory teaching AND 6 college/CPE credits.	
		Renewal with Doctoral degree	10 yrs	3 yrs of satisfactory teaching AND 6 college/CPE credits.	
	National Board Certification	Issuance	10 yrs	Earn National Board Certification.	
Renewal		10 yrs	Demonstrate evidence of professional growth.		
New Hampshire	Begining Educator Certificate	Transition to Experienced Educator Certificate	3 yrs	Approved IPDP and 75 CEUs for 1 st endorsement and 30 CEUs for any additional area.	1982
	Experienced Educator Certificate	Renewal	3 yrs	Approved IPDP and 75 CEUs for 1 st endorsement and 30 CEUs for any additional area.	
		Transition to Master Teacher Certificate	3 yrs	National Board Certification, 7 yrs experience, Masters degree AND demonstrated quality teaching.	
	Master Teacher Certificate	Renewal	3 yrs	Approved IPDP and 75 CEUs for 1 st endorsement and 30 CEUs for any additional area.	
New Jersey	Certificate of Eligibility	Issuance	Life	Meet degree, academic and testing criteria for teaching in New Jersey.	1994
	Provisional Certificate	Renewal	2 yrs; 2X	Do not complete requirements for transition to Standard Certificate.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
		Transition to Standard Certificate	2 yrs	Complete state approved teacher training program/residency.	
	Standard Certificate	Issuance	Perm.	Complete 100 hours of CPE annually for life of certificate.	
New Mexico	Level I Provisional Teacher License	Advancement to Level II License	3-5 yrs	3 yrs of satisfactory teaching AND demonstrate required teaching competencies in Professional Development Plan (PDP).	2004
	Level II Professional Teacher License	Renewal	9 yrs	Demonstrate required teaching competencies in PDP.	
		Advancement to Level III Master Teacher License	9 yrs	Masters degree or National Board Certification, 3 yrs of satisfactory teaching at Level II, AND demonstrate required teaching competencies in PDP.	
	Level III Master Teacher License	Renewal	9 yrs	Demonstrate required teaching competencies in PDP.	
New York	Provisional Certificate	Extension	5 yrs	Discontinued 2/2/04. May be extended for 2 yrs if meeting specific criteria of extenuating circumstances.	2004
		Transition to Permanent Certificate	2+ yrs	Masters and/or including 12 graduate level courses in content core, School Violence Prevention training, Child Abuse Identification training, pass CST Exam AND min. 2 yrs teaching experience.	
	Initial Certificate	Extension	5 yrs	May be extended for 2 yrs if meeting criteria of extenuating circumstances.	
		Transition to Professional Certificate	5 yrs	Masters and/or including 12 graduate level courses in content core, School Violence Prevention training, Child Abuse Identification training, pass CST Exam AND min. 2 yrs teaching experience.	
	Professional Certificate	Maintain Certificate	5 yrs	175 hours of professional development.	
	Permanent Certificate	Issuance to individuals meeting requirements of Provisional Certification	Perm.	Discontinued. No requirements.	
North Carolina	Initial License	Transition to Continuing License	3 yrs	3 yrs of teaching AND (if applicable) complete Initial Licensure Program.	**
	Continuing License	Renewal	5 yrs	10 college credits or 15 CEUs.	
North Dakota	Level I Initial License	Renewal	2 yrs	Renewable with less than 18 months of teaching experience during 2 yrs.	**
		Transition to Level II Prof. License	Min. 18 mos	Teach 18+ months.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
	Level II Professional License	Renewal	5 yrs	4 credits.	
		Transition to Level III Advanced License	5 yrs	Masters, Specialist, or Doctoral degree OR National Board Certification.	
	Level III Advanced License	Renewal	5 yrs	4 credits.	
Ohio	Provisional Certificate	Transition to Professional License	4 yrs	Discontinued 9/2/02. 6 semester hours of coursework relevant to area of certification and IPDP.	2002
	Professional Certificate	Renewal	8 yrs	Discontinued 9/1/98. 12 semester hours of coursework relevant to area of certification or 36 approved CEUs, -1 semester hour for each year of service during the 8 year period.	
	Permanent Certification	Maintain Certificate	Perm.	Discontinued 9/1/03. No requirements.	
	Provisional License	Renewal of License	2 yrs; 1X	3 semester hours of coursework relevant to specialization.	
		Advance to Professional License	Min. 2 yrs	Pass Praxis II AND complete Entry Year Program. For K-9 only, 12 semester hours focusing on phonics.	
Professional License	Renewal	5 yrs	6 semester hours of coursework relevant to area of certification or 18 approved CEUs and approved IPDP.		
Oklahoma	School License	Renewal	1 yr; 1X	No requirements.	1982
		Transition to Standard Certificate	Min. 1 yr	Complete a Residency Program for 1 year.	
	Standard Certificate	Renewal	5 yrs	5 yrs of teaching experience.	
Oregon	Basic Teaching License	Renewal	3 yrs; 2X	For EL/MS/JRH – 1 year of teaching or 9 quarter hours of credit; For HS – 24 quarter hours credit.	2002
		Transition to Standard Teaching License	2+ yrs	Min. 2 yrs teaching AND Masters/Adv. degree or completion of approved Standard Teaching License Program.	
	Standard Teaching License	Renewal	5 yrs	1 yrs of teaching or 9 quarter hours of CPE.	
Pennsylvania	Instructional I	Transition to Instructional II	6 yrs	24 post-graduate credits from and Intermediate Unit or 4 Year College	2000
	Instructional I and II	Maintain Active Certificate	5 yrs	6 credits and/or 180 hours of approved CPE activities/courses.	
Rhode Island	Certificate for Eligibility for Employment	Renewal	3 yrs until employ.	Meet degree, academic, and testing criteria for teaching in Rhode Island.	2005
	Professional Certificate	Issuance	5 yrs	Secure a teaching position AND get I-Plan (IPDP) approved.	
		Renewal	5 yrs	Complete I-Plan.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
South Carolina	Initial Certificate	Renewal	3 yrs	After 3 years, annual renewal upon request of the school district.	2006
		Transition to Professional Certificate	3+ yrs	Pass Praxis II Assessment.	
	Professional Certificate	Renewal	5 yrs	120 renewal credits.	
South Dakota	5 Year Certificate	Renewal	5 yrs	6 college credits or combination of 3 credits and 45 CEUs.	2005
		Transition to 10 Year Certificate	5+ yrs	Advanced degree (Masters, Specialist, Doctoral) OR National Board Certification.	
	10 Year Certificate	Renewal	10 yrs	6 college credits.	
Tennessee	Apprentice Teacher License	Renewal	5 yrs	45 renewal points.	1984
		Transition to Professional License	3+ yrs	3 yrs of teaching AND positive local evaluation.	
	Professional License	Renewal	10 yrs	Bachelors degree or Masters degree with <5 yrs teaching – 90 renewal points; Masters degree with 5+ yrs of teaching – 3 yrs of teaching in 10 yrs period.	
Texas	Standard Certificate	Renewal	5 yrs	Criminal history review, student loan & child support review AND 150 or 200 hours of CPE, depending on classification.	1999
	Lifetime Certificate	Issuance	Permanent	No longer issued.	
Utah	Level 1 Initial License	Renewal	3 yrs	<3 yrs teaching, 100 professional development points, college credits and/or CPE activities.	1999
		Transition to Level 2 License	3+ yrs	3 yrs of teaching AND complete Entry Year Enhancement Program (EYE) AND recommendation from school district.	
	Level 2 License	Renewal	5 yrs	200 professional development points: (1) 50%+ teaching time, 100 pts from teaching experience AND 100 from college credit/CPE activities OR (2) <50% teaching time, up to 100 pts from teaching experience AND remaining pts from college credit/CPE activities.	
		Transition to Level 3 License	3+ yrs	3 yrs teaching AND Doctorate degree or National Board Certification.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
	Level 3 License	Renewal	7 yrs	200 professional development points: (1) 50%+ teaching time, 100 pts from teaching experience AND 100 from college credit/CPE activities OR (2) <50% teaching time, up to 100 pts from teaching experience AND remaining pts from college credit/CPE activities.	
Vermont	Level 1 Beginning Educator License	License Renewal	3 yrs; 1X	3 credits of CPE.	2004
		Transition to Level 2 License	3+ yrs	3 yrs of teaching, approval of IPDP, evaluation, AND completion of mentoring program.	
	Level 2 Professional Educator License	License Renewal	7 yrs	Current approved IPDP AND documented CPE in IPDP; OR National Board Certification.	
Virginia	Collegiate Professional License	Renewal	5 yrs	180 professional development points based on IPDP, min. 50% focused on content area.	1998
		Transition to Post-graduate Prof. License	5 yrs	Masters degree (graduate degree).	
	Post-graduate Professional License	Renewal	5 yrs	180 professional development points based on IPDP.	
Washington	Residency Certificate	Transition to Professional Certificate	5 yrs	Abuse training AND 1 of 2 Options: (1) Complete Professional Teacher Professional Certificate Program, 15 quarter or 10 semester credits AND complete portfolio requirements AND approved Professional Growth Plan (PGP) OR (2) National Board Certification.	2000
	Professional Certificate	Renewal	5 yrs	150 hours of CPE, Character & Fitness Supplement AND Verification of Good Standing.	
	Initial Certificate	No longer issued.	N/A	N/A	
	Continuing Teaching Certificate	Issuance	Permanent	Only issued to individuals possessing an Initial License issued prior to 9/1/00. Masters degree or 30 credits or graduate work, 180 days of teaching (30 in one school) AND complete Issues of Abuse training.	
		Renewal	Permanent	150 hours of CPE, Character & Fitness Supplement AND Verification of Good Standing.	
Washington D.C.	Standard License	Renewal	5 yrs	6 credit hours and/or 90 hours of CPE.	2003
		Transition to Professional License	5 yrs	Attain tenure in a District of Columbia public school.	
	Professional License	Renewal	5 yrs	6 credit hours and/or 90 hours of CPE.	

STATE	CERTIFICATE OR LICENSE	PROGRAM	YEARS	REQUIREMENTS	DATE
West Virginia	Initial Professional Teaching Certificate	Renewal	3 yrs	6 semester hours of approved credit; no renewal credits required for holder with a MA +30 or age 60+.	2005
		Convert to Professional Teaching Certificate	3 yrs	2 yrs of teaching, 6 hours of approved credit, complete Beginning Teacher Internship AND recommendation by superintendent.	
	Professional Teaching Certificate	Renewal	5 yrs	6 semester hours of approved credit; no renewal credits required for holder with a MA +30 or age 60+.	
		Convert to Permanent Certificate	5 yrs	5 yrs of teaching, Masters AND recommendation; OR complete 2 renewals of the Professional Teaching Certificate.	
	Permanent Certificate	Issuance	Perm.	No requirements.	
Wisconsin	Initial Educator License	Renewal	5 yrs	<2 yrs teaching since issuance.	2004
		Transition to Professional Educator License	3+ yrs	Min. 3 yrs teaching AND complete a Professional Development Plan (PDP).	
	Professional Educator License Professional Educator License (cont.)	Renewal	5 yrs	Complete a PDP.	
		Transition to Master License	5 yrs	National Board Certification OR Masters degree, 5 yrs teaching, evidence of contributions to the profession, evidence of improved pupil learning, successfully complete a formal assessment given by assessment team.	
	Master Educator License	Renewal	10 yrs	Complete a PDP.	
	Life License	No longer issued.	Perm.	Discontinued 7/83. No requirements.	
Wyoming	Standard Teaching Certificate	Renewal	5 yrs	5 credits and/or 75 hours of CPE in approved areas OR National Board Certification	1992

** Information was not available.

N/A = Not Applicable.

Sources: Review of documents retrieved from the Education Department websites of all 50 states and the District of Columbia.

APPENDIX D

**LETTER SENT TO SUPERINTENDENTS OF PHASE 2 AND PHASE 3 SCHOOLS FOR
PERMISSION TO COLLECT AND REVIEW SCHOOL DISTRICT DOCUMENTS FOR
THIS STUDY**

March 1, 2007

[Name]
[Position]
[School District]
[Address Line 1]
[Address Line 2]

Dear [name]:

My name is Trisha Craig. I am the Director of Curriculum at the Fort Cherry School District located in Washington County and a doctoral student at the University of Pittsburgh. I am currently working on my dissertation that focuses on an analysis of the local implementation of Act 48. The purpose of my study is to describe the school district continuing professional education activities in southwestern PA school districts.

The purpose of this letter is to request your assistance in my collection of data. I am focusing on Region 7 school districts that are included in Phase 2 and Phase 3 of the strategic plan development process. To complete my study, I need to gather the following documents, which, as you are aware, are public documents: (1) the strategic plan goals from your school district's strategic plan including the 2005-06 school year and (2) a list of your school district's continuing professional education activities, dated from July 1, 2005 to June 30, 2006, submitted by the school district to the PA Department of Education for Act 48 credit. Your assistance will be greatly appreciated.

No school districts will be identified in this study. If you would like a copy of your school district report or the complete dissertation, one will be provided upon completion at no cost to the school district.

Documents can be forwarded to me by mail, fax, or email, all of which are located at the top of this page. If your school district has a procedure for requesting public documents, I will gladly visit the school district to complete the forms and collect the documents.

Thank you for your assistance.

Sincerely,

Trisha A.V. Craig
Director of Curriculum
Fort Cherry School District

APPENDIX E

**TABLE 18. ALIGNMENT OF SCHOOL DISTRICT STRATEGIC PLAN GOALS AND
CPE ACTIVITIES**

Table 18: Alignment of School District Strategic Plan Goals and CPE Activities.

County:	School District:					
CPE Activity	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						

APPENDIX F

TABLE 19. SCHOOL DISTRICT GOALS AND CPE ALIGNMENT SCALE

Table 19: School District Goals and CPE Alignment Scale.

SCORE	DESCRIPTION
4	100% of CPE activities submitted by the school district to PDE for Act 48 credit are in alignment with the school district's strategic plan goals.
3	75-99% of CPE activities submitted by the school district to PDE for Act 48 credit are in alignment with the school district's strategic plan goals.
2	50-74% of CPE activities submitted by the school district to PDE for Act 48 credit are in alignment with the school district's strategic plan goals.
1	Below 50% of CPE activities submitted by the school district to PDE for Act 48 credit are in alignment with the school district's strategic plan goals.
NA	No Activities. No CPE activities were submitted by the school district to PDE for Act 48 credit.
ID	Incomplete Data. The school district did not submit all documents requested.

APPENDIX G

**TABLE 20. SUMMARY OF STRATEGIC PLAN GOALS AND CPE ACTIVITY
ALIGNMENT SCORES**

Table 20: Strategic Plan Goals and CPE Activity Alignment Scores

SCHOOL ENTITY	SCORE					
	4	3	2	1	NS	ID
ALLEGHENY COUNTY						
S.AL.1						
S.AL.2						
S.AL.3						
S.AL.4						
S.AL.5						
S.AL.6						
S.AL.7						
S.AL.8						
County Number:						
County Percentage:						
BEAVER COUNTY						
S.BE.1						
S.BE.2						
S.BE.3						
S.BE.4						
S.BE.5						
S.BE.6						
S.BE.7						
S.BE.8						
County Number:						
County Percentage:						
FAYETTE COUNTY						
S.FA.1						
S.FA.2						
S.FA.3						
County Number:						
County Percentage:						
WASHINGTON COUNTY						
S.WA.1						
S.WA.2						
S.WA.3						
S.WA.4						
County Number:						
County Percentage:						
WESTMORELAND COUNTY						
S.WE.1						
S.WE.2						
S.WE.3						
S.WE.4						
County Number:						
County Percentage:						
Region Number:						
Region Percentage:						

BIBLIOGRAPHY

- Academic (PreK-12)*. (n.d.). Retrieved December 5, 2006 from the Massachusetts Department of Education Website: http://www.doe.mass.edu/Educators/e_license.html?section=k12.
- Act 48 1999*. (2005). Retrieved September 24, 2005 from Bucks County Schools Intermediate Unit #22: <http://www.bucksiu.org/profdev/act48/>.
- Act 5-2006 amends Act 48-1999 professional development requirements for retirees*. (2006). Retrieved March 30, 2007 from the Pennsylvania Department of Education Website: <http://www.teaching.state.pa.us/teaching/lib/teaching/Act52006.pdf>
- Act 1999-48, 24 P.S. §§ 12-1205.1 et seq. (1999).
- Act 2006-5, 24 P.S. § 12-1205.2 (2006).
- Act 48 and credit courses at IUP*. (n.d.). Retrieved September 24, 2005 from Indiana University of Pennsylvania Website: <http://www.iup.edu/registrar/ACT48/act48info.htm>.
- Act 48 approved provider guidelines*. (2002). Retrieved September 24, 2005 from the Pennsylvania Department of Education Website: <http://www.pde.state.pa.us>.
- Act 48 approved provider guidelines draft*. (2007). Retrieved March 15, 2007 from the Pennsylvania Department of Education Website: http://www.teaching.state.pa.us/teaching/lib/teaching/Approved_Provider_Guidelines_-_3_14_07_DRAFT_Press.pdf.
- Act 48 continuing education requirements – important information*. Retrieved September 24, 2005 from the Pennsylvania Department of Education Website: <http://www.pde.state.pa.us>.
- Act 48 mass mailing*. (2005). Retrieved September 24, 2005 from the Pennsylvania Department of Education Website: <http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=94&q=113193>.
- Act 48 professional education plan guidelines*. (2002). Retrieved September 24, 2005 from the Pennsylvania Department of Education Website: <http://www.pde.state.pa.us>.

- Act 48 professional education plan guidelines.* (2007). Retrieved March 15, 2007 from the Pennsylvania Department of Education Website:
http://www.teaching.state.pa.us/teaching/lib/teaching/Prof_Ed_Plan_Guidelines_Final_2-_3_07_073.pdf
- Advisory: Act 48.* (2005). Retrieved September 24, 2005 from PSEA Interactive Website:
<http://www.psea.org/article.cfm?SID=255>.
- Application for Oklahoma school license.* (n.d.). Retrieved December 3, 2006 from the Oklahoma Department of Education Website:
<http://www.sde.state.ok.us/home/defaultie.html>.
- Application for renewal of Nevada license.* (n.d.). Retrieved December 1, 2006 from the Nevada Department of Education Website:
http://www.doe.nv.gov/licensing/appforms.attachment/303918/Renewal_Applicationw.c_hildsupport.pdf.
- Application for renewal of Oklahoma standard certificate.* (n.d.). Retrieved December 3, 2006 from the Oklahoma Department of Education Website:
<http://www.sde.state.ok.us/home/defaultie.html>.
- Berman, P. (1978). The study of macro- and micro-implementation. *Public Policy*, 26, 157-184.
- Berry, B., D. Johnson, and D. Montgomery. (2005). The power of teacher leadership. *Educational Leadership*, 62(5), 56-60.
- Berry, B., M. Hoke, and E. Hirsch. The search for highly qualified teachers. *Phi Delta Kappan*, May 2004, 684-9.
- Certificate types and requirements.* (n.d.). Retrieved November 29, 2006 from the Florida Department of Education Website: http://www.fldoe.org/edcert/cert_types.asp.
- Certification frequently asked questions.* (n.d.). Retrieved December 4, 2006 from the West Virginia Department of Education Website:
<http://wvde.state.wv.us/certification/certificationfaqs.html>.
- Certification renewal.* (n.d.). Retrieved November 30, 2006 from the Kentucky Education Public School Board Website: <http://www.kypsb.net/certification/renewal.asp>.
- Certification rules.* (2006). Retrieved November 29, 2006 from the Georgia Professional Standards Commission Website:
http://www.gapsc.com/TeacherCertification/Documents/cert_rules.asp.
- Ch. 4 strategic planning guidelines* (2002). Retrieved April 4, 2007 from the Pennsylvania Department of Education Website:
<http://www.teaching.state.pa.us/teaching/lib/teaching/StrategicPlanningGuidelines5-03.pdf>

Civil Rights Act of 1964, 42 USC §§ 2000C-3, 2000C-4. (West 2000).

Continuing education units (CEUs)/Continuing professional development units (CPDUs). (n.d.). Retrieved November 30, 2006 from the Illinois State Board of Education Website: http://www.isbe.state.il.us/certification/pdf/cpdu_ceu.pdf.

Continuing professional development units. (n.d.). Retrieved November 30, 2006 from the Illinois State Board of Education Website: http://www.isbe.state.il.us/certification/pdf/cpdu_values_in.pdf.

Course catalog. (2006). Retrieved March 22, 2006 from the Pennsylvania Department of Education Website: http://www.learningaccount.net/Site/locate_course_types.cfm.

Cowley, K. and M. Meehan. (2001). *Assessing teacher efficacy and professional learning community in 19 elementary and high schools*. Retrieved April 2, 21007 from the Education Resources Information Center database.

Curry, M. and associates. (1993). *Educating professionals*. San Francisco, CA: Josey-Bass Publications.

Delaware Code [Electronic version], 14 Del. C. §§ 1210-1214. (2006).

DeVoge, J. *Curriculum coordinating council notes from PAIU-CC update on March 2, 2006*. Coal Center, PA: Intermediate Unit One.

Elementary and Secondary Education Act of 1965, 20 USC §§ 236 et seq. (West 2000).

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.

Elmore, R.F. (2003). A plea for strong practice. *Educational Leadership*, 61(3), 6-10.

Eraut, E. (1984). *Developing professional knowledge and competence*. Washington, D.C.: The Falmer Press.

Ezarik, M. *Whole in one: educational leaders who make thoughtful choices about their own continuous learning can drive entire districts forward*. District Administration, January 2005, 38+.

First time applicant. (n.d.). Retrieved November 29, 2006 from the Colorado Department of Education Website: http://www.cde.state.co.us/cdeprof/Licensure_FirstTimeApp.asp.

Florida educator certification renewal requirements. (n.d.) Retrieved November 29, 2006 from the Florida Department of Education Website: <http://www.fldoe.org/edcert/renew.asp>.

Foster, M. An innovative professional development program for urban teachers. *Phi Delta Kappan*, January 2004, 401-6.

- Foster, M.J. Lewis and L. Onafowora. (2005). Grooming great urban teachers. *Educational Leadership*, 62(6), 28-32.
- Frequently asked questions*. (2005). Retrieved December 1, 2006 from the Michigan Department of Education Website: http://www.michigan.gov/documents/faq_21180_7.pdf.
- Frequently asked questions*. (n.d.). Retrieved December 4, 2006 from the District of Columbia Public School Website: http://www.k12.dc.us/dcsea/certification/licensing/faq_1.html.
- Frequently asked questions about educator licensure in Ohio*. (n.d.). Retrieved December 6, 2006 from the Ohio Department of Education Website: <http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1253&Content=19090>.
- Friedman, A. and M. Phillips. (2004). Continuing professional development: developing a vision. *Journal of Education and Work*, 17(3), 361-76.
- Gibbons, M. Pardon me, didn't I just hear a paradigm shift? *Phi Delta Kappan*, February 2004, 461-7.
- Giguere, P., S. Formica and W. Harding. (2004). Large-scale interaction strategies for web-based professional development. *The American Journal of Distance Education*, 18(4), 207-223.
- Glatthorn, A. and L. Fox. (1996). *Quality teaching through professional development*. Thousand Oaks, CA: Corwin Press, Inc.
- Gleeson, D., J. Davies, and E. Wheeler. (2005). On the making and taking of professionalism in the further education workplace. *British Journal of Sociology of Education*, 26(4), 445-60.
- Goals 2000: Educate America Act of 1994, 20 U.S.C. § 1103g et seq. (West 2000).
- Goertz, M. (2006). Policy analysis: studying policy implementation. *Handbook of complementary methods in education research*. Eds. J. Green, et al. Washington, D.C.: The American Educational Research Association.
- Goodlad, J., Ed. and T. McMannon. (2004). *The teaching career*. New York, New York: Teachers College Press.
- Goodlad, S., Ed. (1984). *Education for the professions*. Great Britain: SRHE and NFER-Nelson.
- Gordon, S. (2004). Professional development for school improvement. Boston, MA: Pearson Education, Inc.
- Governor's Executive Budget 2000-01*. (2001). Commonwealth of Pennsylvania.
- A Guide to disability rights laws*. (2005). Retrieved November 10, 2006 from the United States Department of Justice Website: <http://www.usdoj.gov/crt/ada/cguide.htm>.

- Guskey, T. The age of our accountability. *Journal of Staff Development*, 19(4), 36-44.
- Guskey, T. What makes professional development effective. *Phi Delta Kappan*, June 2003, 748-50.
- Hankin, D. and J. Nolan. (2004). The professional development of novice teachers – a critical review. *Pennsylvania Educational Leadership*, 24(1), 37-43.
- Hess, F., Ed., et al. (2004). *A qualified teacher in every classroom*. Cambridge, MA: Harvard Education Press.
- Highly qualified teacher HOUSSE for Pennsylvania educators*. (2006). Retrieved November 13, 2006 from the PA Department of Education Website:
http://www.teaching.state.pa.us/teaching/lib/teaching/HOUSERequirementsSept2006Final_.pdf.
- HQT Individualized Professional Development Plan* (2006). Retrieved March 19, 2007 from the PA Department of Education Website:
<http://www.teaching.state.pa.us/teaching/lib/teaching/IndivProfDevPlan09-20-06.pdf>.
- Hoberman, S., Ed. and S. Mailick. (1994). *Professional education in the U.S.* Westport, CT: Praeger Publishers.
- Hodkinson, H. and P. Hodkinson. (2005). Improving schoolteachers' workplace learning. *Research Papers in Education*, 20(2), 109-31.
- Holloway, J. (2003). Linking professional development to student learning. *Educational Leadership*, 61(3), 85-6.
- House Bill 8 History*. (1999). Retrieved October 26, 2006 from the Pennsylvania General Assembly Website: <http://www.legis.state.pa.us/WU01/LI/BI/BH/1999/0/HB0008.HTM>.
- The Idaho teacher certification manual part 1*. (2005). Retrieved November 30, 2006 from the Idaho Department of Education Website:
<http://www.sde.idaho.gov/certification/documents/certificationmanualpart1.pdf>.
- Important information about your certificate*. (n.d.) Retrieved September 24, 2005 from the Pennsylvania Department of Education Website: <http://www.pde.state.pa.us>.
- The Improving America's School Act of 1994, 20 U.S.C.A. § 6301 note. (West 2000).
- Improving teacher quality state grants*. (2006). Retrieved November 8, 2006 from the United States Department of Education Website:
<http://www.ed.gov/programs/teacherqual/guidance.doc#professionaldevelopment>.
- Incentives available to national board certified teachers in Nevada*. (n.d.). Retrieved December 1, 2006 from the Nevada Department of Education Website:
<http://www.doe.nv.gov/licensing/nbpts.attachment/301356/NBNVIncentive04-2.doc>.

- Indiana Administrative Code [Electronic version], I.A.C. § 515 4-1-5, 4-1-6. (2004).
- Individuals with Disabilities Education Act of 1975, 20 U.S.C. §§ 1400 et seq. (West 2000).
- Individuals with Disabilities Education Act Amendments of 1997 [Electronic version], 20 U.S.C. §§ 1400 et seq. (West 2000).
- Individuals with Disabilities Education Improvement Act of 2004 [Electronic version], 20 U.S.C. § 1401 et seq. (2005).
- Initial certificates.* (n.d.) Retrieved December 3, 2006 from the South Carolina Department of Education Website: <http://www.scteachers.org/cert/initial.cfm>.
- Initial licensure.* (2006). Retrieved January 24, 2007 from the State of Vermont Department of Education Website: http://education.vermont.gov/new/html/licensing/forms/initial_license.html.
- Iowa Administrative Code [Electronic version], IA. C. 282 §§ 14.111-113(272) (2006).
- Initial teaching certificates.* (n.d.). Retrieved November 30, 2006 from the Illinois State Board of Education Website: http://www.isbe.state.il.us/certification/html/new_teacher.htm.
- Issuance of the standard certificate and renewal requirements, including continuing professional education.* (n.d.). Retrieved December 3, 2006 from the Texas Education Agency Website: http://www.sbec.state.tx.us/SBECOnline/certinfo/faq_certrenew.asp#1.
- Joyce, B. and B. Showers. (1995). *Student achievement through staff development* (2nd ed.). White Plains, NY: Longman Publishers USA.
- Katzenmeyer, M. and G. Moller. (1996). *Awakening the sleeping giant*. Thousand Oaks, CA: Corwin Press, Inc.
- Kelleher, J. A model for assessment-driven professional development. *Phi Delta Kappan*, June 2003, 751-56.
- Kentucky Administrative Regulations [Electronic version], 16 K.A.R. § 2:010.2(2)(3). (2006).
- Knapp, M. (1998). *Paths to partnerships*. Lanham, MD: Rowman and Littlefield Publications, Inc.
- Lambert, L. (2005). Leadership for lasting reform. *Educational Leadership*, 62(5), 62-5.
- Learning Research and Development Center. (1997). *Principles of learning*. Pittsburgh, PA: University of Pittsburgh.
- Level II instructional booklet.* (2006). Retrieved October 9, 2006 from the Pennsylvania Department of Education Website: <http://www.teachingstate.pa.us/teaching/lib/teaching/LevelIIBookJuly2006.pdf>.

- Levy, F. and R. Murnane. A role for technology in professional development? Lessons from IBM. *Phi Delta Kappan*, June 2004, 728-34.
- Lewandowski, K. (2005). Restructuring professional development – dimensions of learning as a model. *Pennsylvania Educational Leadership*, 24(2), 15-22.
- Licensing renewal frequently asked questions*. Retrieved November 30, 2006 from the Indiana Department of Education Website: <http://www.doe.state.in.us/dps/faq/renewal.html>.
- Licensure*. (n.d.). Retrieved December 1, 2006 from the North Dakota Department of Education Website: www.nd.gov/esp/licensure/types.html.
- Licensure requirements*. (n.d.). Retrieved November 30, 2006 from the Kansas Department of Education Website: <http://www.ksde.org/Default.aspx?tabid=158#1Issue>.
- Maintaining a professional or vocational certificate*. (n.d.). Retrieved December 4, 2006 from the West Virginia Department of Education Website: <http://wvde.state.wv.us/certification/maintainfaqs.html>.
- Maintaining your certificate – professional certificate holders*. (n.d.). Retrieved December 6, 2006 from the New York State Department of Education Website: <http://www.highered.nysed.gov/tcert/certificate/maintaincert-prof.htm>.
- Many teachers certified in Pennsylvania have one year to complete continuing education requirements*. (2004). Retrieved September 24, 2005 from the Pennsylvania Department of Education Website: <http://www.pdenewsroom.state.pa.us/newsroom/cwp/view.asp?a=3&q=105080>.
- Massell, D. (2000). The district role in building capacity: four strategies. *CPRE Policy Briefs*, RB-32-September 2000, pp. 1-7. Retrieved April 1, 2007, from <http://www.cpre.org/Publications/rb32.pdf>.
- McMillan, J. and S. Schumacher. (2006). *Research in education*. Sixth Ed. Boston, MA: Pearson Education, Inc.
- Morris, M., J. Chrispeels and P. Burke. The power of two: linking external with internal teachers' professional development. *Phi Delta Kappan*, June 2004, 764-67.
- Multiple subject teaching credential*. (n.d.). Retrieved November 29, 2006 from the California Commission on Teaching Credentialing Website: <http://www.ctc.ca.gov/credentials/leaflets/d561c.pdf>.
- New Hampshire Administrative Rules [Electronic version], Ed. 504.01(a)(b)(c)(d), 504.02(a)(b), 504.031, 512.03(a)(b)(c). (2006).
- New Jersey Administrative Code [Electronic version], 6A N.J.A.C. §§ 9-6.1, 6.2, 6.4; 13-1(b). (2006).

- No child left behind.* (2002). Retrieved November 12, 2002 from the U.S. Department of Education Website: <http://www.ed.gov/offices/OESE/reference/1a.html>.
- No Child Left Behind Act of 2001 [Electronic version], 20 U.S.C. §§ 1001 et seq. (2002).
- North Carolina licensure: questions and answers.* Retrieved December 1, 2006 from the North Carolina Public Schools Website: http://www.ncpublicschools.org/licensure/app_packet/question_answers.html.
- Online courses.* (2006). Retrieved March 22, 2006 from the Pennsylvania Department of Education Website: <http://pa.professionaleducation.org/pde.htm>.
- An Open letter to the american people. A nation at risk: The imperative for educational reform.* (1983). Retrieved October 31, 2006 from the United States Department of Education Website: <http://www.ed.gov/pubs/NatAtRisk/index.html>.
- Oregon Administrative Rules [Electronic version], O.A.R. 584-038-0005, 584-040-0005, 584-048-0005. (2006).
- Osterman, K. and R. Kottkamp. (2004). *Reflective practice for educators* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Overview.* (2003). Retrieved December 5, 2006 from the Maryland State Department of Education Website: http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/types/overview.
- Overview: The 3-tiered licensure system.* (n.d.). Retrieved December 1, 2006 from the New Mexico Public Education Department Website: www.teachnm.org/overview.html.
- Paez, M. Gimme that school where everything's scripted! One teacher's journey toward effective literacy instruction. *Phi Delta Kappan*, June 2003, 757-63.
- Pennsylvania Public School Code of 1949, 22 Pa. Code §§ 14.102, 49.12, 49.82, 49.83. (2001).
- Powell, W. and S. Napoliello. (2005). Using observation to improve instruction. *Educational Leadership*, 62(5), 52-5.
- Powell, S. and M. Ross. (2002). Building capacity from within: changing the adult working environment in our schools. In M.J. Elias, et al (Eds.), *E.Q. + IQ = Best practices for caring and successful schools* (pp. 1-30). Retrieved April 1, 2007 from <http://www.princetonleadership.org/pclt/pc/t-art3.pdf>.
- Proefriedt, W. (1994). *How teachers learn*. New York: Teachers College Press.
- Professional certificate handbook.* (2006). Retrieved December 7, 2006 from the Washington Department of Education Website: <http://www.k12.wa.us/certification/profed/handbook.aspx>.

- Professional development for the new millennium.* (n.d.). Retrieved November 30, 2006 from the Mississippi Department of Education Website:
<http://www.mde.k12.ms.us/acad/pdm.htm>.
- Qualifications for Montana class 1 professional teacher's license.* (n.d.). Retrieved December 1, 2006 from the Montana Office of Public Instruction Website:
<http://www.opi.mt.gov/index.html>.
- Rebell, M. and M. Hunter. 'Highly qualified' teachers: pretense or legal requirement? *Phi Delta Kappan*, May 2004, 690-6.
- Recertification.* (n.d.). Retrieved October 7, 2005 from the Massachusetts Department of Education Website: <http://www.doe.mass.edu/recert/2000guidelines/a00a.html>.
- Recertification.* (n.d.) Retrieved December 3, 2006 from the South Carolina Department of Education Website: http://www.scteachers.org/cert/recert/re_index.cfm.
- Recertification of current or lapsed credentials – frequently asked questions.* (n.d.). Retrieved December 1, 2006 from the New Hampshire Department of Education Website:
<http://www.ed.state.nh.us/education/doc/organization/programsupport/Certification/RecertificationFAQs.htm>.
- Recertification question and answers.* (n.d.). Retrieved December 5, 2006 from the Massachusetts Department of Education Website:
<http://www.doe.mass.edu/recert/qa.html#regs>.
- Reinstatement of a License.* (2006). Retrieved January 24, 2007 from the State of Vermont Department of Education Website:
<http://education.vermont.gov/new/html/licensing/forms/reinstatement.html>.
- Reissuance of certificates.* (2003). Retrieved November 9, 2005 at the Connecticut Department of Education Website: <http://www.state.ct.us/sde/dtl/cert/facts01/fact117.htm>.
- Renew your teaching license online.* (n.d.). Retrieved December 1, 2006 from the Minnesota Department of Education Website:
http://education.state.mn.us/mde/Teacher_support/Educator_Licensing/Renewal_Information/000506.html.
- Renewal.* (2003). Retrieved October 7, 2005 from the Maryland State Department of Education Website:
http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/renew/prior_1995.
- Renewal and reissuance application.* (n.d.). Retrieved November 29, 2006 at the California Commission on Teaching Credentialing Website:
<http://www.ctc.ca.gov/credentials/leaflets41ren.pdf>.

- Renewal applicant.* (n.d.). Retrieved November 29, 2006 at the Colorado Department of Education Website: http://www.cde.state.co.us/cdeprof/Licensure_RenewalApp.asp.
- Renewal information.* (n.d.). Retrieved November 30, 2006 from the Kansas Department of Education Website: <http://www.ksde.org/Default.aspx?tabid=327>.
- Renewal information for educators.* (n.d.). Retrieved December 1, 2006 from the Ohio Department of Education Website: <http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1255&Content=19779>.
- Renewal of a level I license through the department's licensing office.* (2006). Retrieved January 24, 2007 from the State of Vermont Department of Education Website: http://education.vermont.gov/new/html/licensing/forms/renewal_non-Isb_level_1.html.
- Renewal of a level II license through the department's licensing office.* (2006). Retrieved January 24, 2007 from the State of Vermont Department of Education Website: http://education.vermont.gov/new/html/licensing/forms/renewal_non-Isb_level_2.html.
- Renewal of apprentice, out-of state teacher or beginning administrator licenses.* (n.d.). Retrieved December 3, 2006 from the Tennessee Department of Education Website: <http://www.state.tn.us/education/lic/rapp.shtml>.
- Renewal of professional teacher, professional school service and professional administrator licenses.* (n.d.). Retrieved December 3, 2006 from the Tennessee Department of Education Website: <http://www.state.tn.us/education/lic/rprf.shtml>.
- Renewal of professional teaching/Student support certificates.* (n.d.). Retrieved December 4, 2006 from the West Virginia Department of Education Website: <http://wvde.state.wv.us/certification/forms/form4.pdf>.
- Required professional development hours.* (n.d.). Retrieved December 1, 2006 from the Missouri Department of Elementary and Secondary Education Website: http://dese.mo.gov/divteachqual/teachcert/PD_CHART.html.
- Requirements for an elementary teaching certificate.* (n.d.). Retrieved December 3, 2006 from the Rhode Island Department of Education Website: http://www.ride.ri.gov/certification_pd/certification/reqs/Requirements/I-Plan%20regs-elementary.pdf.
- Rules for the administration of the educator licensing act of 1991.* (1991). Retrieved November 29, 2006 at the Colorado Department of Education Website: http://www.cdestate.co.us/cdeboard/download/dregs_301-37.pdf.
- Sampson, R. (2005). *Memorandum number 2006-05*. Retrieved November 27, 2006 at Alaska Department of Education and Early Development Website: http://www.eed.state.ak.us/TeacherCertification/pdf/NM2006-05_TC.pdf.

- Sather, S. (2005). *The Spokane school district: Intentionally building capacity that leads to increased student achievement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Schugursky, D., Ed. (n.d.). *Elementary and secondary school act, the "war on poverty" and title I*. Retrieved November 6, 2006 from The Ontario Institute for Studies in Education of the University of Toronto Website: <http://www.iup.edu/registrar/ACT48/act48info.htm>.
- Shorr, P. Building a stronger faculty. *Scholastic Administrator*, March/April 2005, 33+.
- Single subject teaching credential*. (n.d.). Retrieved November 29, 2006 at the California Commission on Teaching Credentialing Website: <http://www.ctc.ca.gov/credentials/leaflets/d560c.pdf>.
- Sparks, D. The looking danger of a two-tiered professional development system. *Phi Delta Kappan*, December 2004, 304-6.
- Standard/Master teaching certificates*. (n.d.). Retrieved November 30, 2006 from the Illinois State Board of Education Website: http://www.isbe.state.il.us/certification/html/experienced_teacher.htm.
- Standards*. (2002). Retrieved from Pennsylvania Department of Education Web site: <http://www.pde.state.pa.us>.
- Standards board plans hearing for revisions to licensing standards*. (2006). Retrieved November 30, 2006 from the Hawai'i Teacher Standards Board Website: http://www.htsb.org/news/2006_hearing.html.
- State of Maine Rule Chapters for the Department of Education [Electronic version], 05-071 Chapter 115, Part I, Part II. (2004).
- Supovitz, J. and J. Christman. Small learning communities that actually learn: lessons for school leaders. *Phi Delta Kappan*, May 2005, 649-51.
- Sutter, M. (2007, March) *March 2007 Act 48 professional education plan guidelines & approved provider guidelines*. PowerPoint presented at the meeting of the Curriculum Coordinators Consortium, California, PA.
- Teacher certification answers*. (n.d.). Retrieved November 27, 2006 from the Alabama Department of Education Website: <http://www.alsde.edu/HTML/sections/teachercertAnswers.asp?section=66&sort=3&id=391&footer=sections>.
- Teacher certification renewal. (n.d.). Retrieved December 3, 2006 from the South Dakota Department of Education Website: <http://www.doe.sd.gov/oatq/teachercert/docs/RenewalApplicationFINAL.pdf>.

- Teaching certification requirements – elementary.* (n.d.) Retrieved November 28, 2006 from Arizona Department of Education Website:
<http://www.ade.state.az.us/certification/requirements/TeachingCerts/Elem-R2.pdf>.
- Teaching certification requirements – secondary.* (n.d.) Retrieved November 28, 2006 from Arizona Department of Education Website:
<http://www.ade.state.az.us/certification/requirements/TeachingCerts/SecondaryInfo.pdf>.
- Teacher certification section – classification of certification.* (n.d.). Retrieved November 29, 2006 from the Georgia Professional Standards Commission Website:
<http://www.gapsc.com/TeacherCertification/ClassificationofCertificates.asp>.
- Teacher license renewal: Elements of license renewal procedure.* (n.d.). Retrieved November 30, 2006 from the Hawai'i Teacher Standards Board Website:
<http://www.htsb.org/licensing/elements.html>.
- Teaching certificate renewal.* (n.d.). Retrieved December 1, 2006 from the Nebraska Department of Education Website: <http://www.nde.state.ne.us/TCERT/Atchcrt.html>.
- Tennant, M. (2005). Adult and continuing education: continuities and discontinuities. *International Journal of Lifelong Education*, 24(6), 525-33.
- Terian, T. (2002). The art of online learning. *District Administrator*, 38, 36-40.
- Texas Administrative Code [Electronic version], 19 T.A.C. § 232(A)(B). (2006).
- TIMSS Video Mathematics Research Group. Understanding and improving mathematics teaching: highlights from the TIMSS 1999 video study. *Phi Delta Kappan*, June 2003, 768-75.
- Tomlinson, H. (2004). *Educational leadership*. Thousand Oaks, CA: Sage Publications Ltd.
- Types of certificates.* (2003). Retrieved November 9, 2005 at the Connecticut Department of Education Website: <http://www.state.ct.us/sde/dtl/cert/facts01/fact123.htm>.
- Types of certificates and licenses.* (2005). Retrieved October 7, 2005 from the New York State Department of Education Website:
<http://www.highered.nysed.gov/tcert/certificate/typesofcerts.htm>.
- Types of teaching authorizations and certifications.* (n.d.). Retrieved November 30, 2006 from the Louisiana Department of Education Website:
<http://www.doe.state.la.us/ide/uploads/7202.pdf>.
- United States Information and Educational Exchange Act of 1948*, 22 USC §§ 965 et seq. (West 2000).
- Utah license renewal.* (n.d.). Retrieved December 3, 2006 from the Utah State Office of Education Website: <http://www.usoe.k12.ut.us/cert/require/renewal/current.htm>.

- Vermont Statutes [Electronic version], 16 V.S. §§ 1692, 1693. (2007).
- Retrieved December 3, 2006 from the Vermont Department of Education Website:
<http://education.vermont.gov/new/pdfdoc/board/rules/5100.pdf>.
- Virginia Administrative Code [Electronic version], 8 V.A.C. §§ 20-21-50(A)(1)(2), 20-21-100(A)(B). (1998).
- Washington Administrative Code [Electronic version], 181 W.A.C. §§ 79A-250, 85-075. (2006).
- Washington state professional teacher certificate renewal.* (n.d.). Retrieved December 7, 2006 from the Washington Department of Education Website:
<http://www.k12.wa.us/certification/certapp/4034.pdf>.
- Washoe County School District. (n.d.). *10 guiding principles to improve student achievement.* (n.p.)
- Wellington, J. (2000). *Educational research.* London, UK: Continuum.
- What are the eligibility requirements for courses?* (2006). Retrieved March 22, 2006 from the Pennsylvania Department of Education Website:
<http://paprofessionaleducation.org/eligibility.htm>.
- Wisconsin Department of Public Instruction Administrative Rules [Electronic version], PI 34.17(1)(4), 34.18(1)(2), 34.19(1)(2)(3)(5), 34.20. (2006).
- Woods, P. and G. Woods. (2004). Modernizing leadership through private participation: a marriage of inconvenience with public ethos? *Journal of Education Policy*, 19(6), 644-72.
- Wyoming Department of Teaching Standards Board Current Rules and Regulations. Ch. 3, Document #6081. (2005).
- Wyoming Department of Teaching Standards Board Current Rules and Regulations. Ch. 15, Document #5181. (2003).