**WSSD Act 48 Guidelines**

How many credits do I need to earn in each five-year Act 48 compliance period?

Educators must earn one of the following or any combination to maintain active certification status:

6 credits of collegiate study\*

6 credits of PDE-approved continuing professional education courses

180 hours of continuing professional education programs, activities or learning experiences;

\*Note: Each semester collegiate credit is equal to 30 continuing education hours.

What if I earn more than the needed credits during a compliance period?

There is no provision in Act 48 to carry credits over into the next compliance period.

Can I take courses in any area of education?

All credits must be related to an educator’s certificate type or area of assignment unless enrolled in an administrative program. In addition, the areas listed below are options for all educators:

1. Courses in the content area of educator’s certification
2. Courses in instructional methods, pedagogy, strategies/tools for the classroom, classroom management, assessment or evaluation.
3. Courses that help teachers with student improvement in reading/writing/speaking/listening, English, literacy regardless of certification.
4. Courses that help teachers with student improvement in mathematics and mathematical reasoning regardless of certification.
5. Courses in the area of inclusive classrooms:
	1. Students with mild to severe disabilities
	2. Special needs learners to improve outcomes, use motivation, classroom management, and instructional practices.
6. Courses in instructional technology that improve the educator’s capacity to deliver instruction in a 21st century learning environment through the use of computers, computer software or internet technology.
7. Courses or noncredit activities in the areas of student health, interpersonal skills in a school environment, safe and supportive schools, and resiliency (e.g., safety cares training, CPR training).

What are the allowable professional education activities?

*PDE Act 48 Professional Education Plan Guidelines* indicate the following areas provide opportunities for professional education activities. **For Act 48 credit through WSSD, the activities listed below require alignment to a building or district initiative and require prior approval (see *Act 48 Solo Reporting Form*).**

**TEACHERS:**

**Content Area**

* All early childhood, elementary and secondary educators 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.
* 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.

Examples of Acceptable Activities:

 Building knowledge of literacy, mathematics and science-specific content

 Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas

 Curriculum development aligned with Pennsylvania standards

 Data analysis training (all aspects of assessment and evaluation)

Examples of Unacceptable Activities:

 Courses taken outside of an area of certification or work assignment, except for school administration

 Any courses/programs for personal growth or an alternative career

 Repeat of awareness-level introductory courses, e.g., Introduction to Computers

 Teacher/parent student conferences, grade book analysis, and preparation of report cards

 Repeating a course or program unless it has significantly changed its focus or approach

**Teaching Practices**

Examples of Acceptable Activities:

 Training in assessing students and analyzing student data to implement effective change in instruction

 Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on *analysis of the observed experience*

 Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas

 Acquiring technology skills and designing strategies to integrate technology into the instructional setting

 Acquiring secondary strategies to increase student engagement and personalize learning

 Training in how to create safe and welcoming learning environments

 Improving understanding of the academic, social, emotional and physical needs of all

 learners.

 Developing knowledge and skills in how to involve families and other stakeholders in the

 educational process

 Training in dealing with non-academic issues that may affect learning (grief counseling,

 intervening in student-on-student harassment, etc.)

 School or district-wide planning (strategic, professional development, induction, special

 education, gifted education, school improvement, interventions for struggling students,

 technology, student support, and wellness)

Examples of Unacceptable Activities:

 Instruction time, serving as a mentor or cooperating teacher

 Attending administrative faculty meetings with superintendent or principal

 Supervision of school field trips

 Tutoring

 Tours of school buildings

 Preparing and presenting college course lessons

 Extracurricular assignments (coaching or advising of sports, drama, debate, clubs or student government)

**SCHOOL COUNSELORS**

All elementary, middle and secondary school counselors will be expected to participate in content-specific professional development applicable to their assigned level of work over the course of the Professional Education Plan. This professional development should include studies to build capacity to address the needs of diverse learners who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn.

Examples of Acceptable Activities:

 Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students

 Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society

 Study of developmental disorders

 Training to disaggregate data in relation to student achievement

 Working with instructional teams to develop curriculum/lesson plans

 Training that builds capacity to collaborate with teams of teachers, school leadership and parents

 Design and implementation of a comprehensive, data-driven school counseling program

 Training in the facilitation and evaluation of advisory programs

 Training that deals with special needs like homelessness, adolescent depression, etc.

 Career development program: planning, organization, implementation, administration and evaluation

 School or district-wide planning and team training related to social and behavioral student health in conjunction with other professional employees, where those professional employees are receiving Act 48 credit

Examples of Unacceptable Activities:

 Undefined counselor workshops

 Sheltered workshop visitation

 Undefined district meeting

 Sorting PSSA reports

 Undefined hot topics seminar

 Supervision of visits to career sites/colleges

 Career Day monitoring

 Parents Anonymous Meeting

 Community center evening work

 Undefined independent studies abroad

**EDUCATIONAL SPECIALISTS, EXCLUDING SCHOOL COUNSELORS:**

* Educational specialists, other than school counselors, must 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.

* Content knowledge for education specialists may include training in how to reduce health

problems and prevent health risk behaviors that delay student learning.

Examples of Acceptable Activities:

 Identifying the health and social services needs and assets of students, families, schools and communities by using various types of data

 Training to acquire health risk reduction and prevention strategies

 Study of school-based health programs at state and national levels

 Student Assistance Program training

 Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct

 Studies related to cross-organizational professional development on social and health services issues

 Prevention training on contemporary health issues affecting school age children

 Training for emergency preparedness: CPR/AED training and certification updates

 Professional education programs that grant Continuing Education Units (CEUs) for purpose of licensure

 School- or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, technology and student support, wellness)

Examples of Unacceptable Activities:

 Independent studies

 Union related bargaining behavior studies

**Act 48 Opportunities Offered through WSSD**

|  |  |
| --- | --- |
| **Act 48 eligible hours offered through WSSD** | **Potential Number of hours** |
| New teacher orientation & induction – year one | 27 hours |
| New teacher induction – year two | 5 hours |
| August In-service District-based PD | Up to 5 hours |
| August In-service Building-based PD | Up to 5 hours |
| November In-service District-based PD | Up to 5 hours |
| November In-service Building-based PD | Up to 3 hours |
| February In-service District-based PD | Up to 5 hours |
| February In-service Building-based PD | Up to 3 hours |
| June In-service or Flex Time | 3-7 hours |
| Teachers as Scholars Program | 7-14 hours |
| Monthly Faculty meetings where PD is taking place | 10 months = 5-10 hours |
| Monthly Building-based PD meetings | 5-10 hours |
| Monthly Department Meetings where PD is taking place | 10 months = 5-10 hours |
| Vertical Team Work | 7-15 hours |
| Act 80 Day training | Up to 4 hours |
| Professional Growth Plan – Portfolio with Proficient or Above rating | 8 hours |
| Professional Growth Plan – Action Research or Lesson Study with Proficient or Above rating | 12 hours |

\*Note from PDE: A professional educator is entitled to receive four (4) Act 48 hours for time spent preparing for one hour of presentation where *the audience will be receiving Act 48 hours.* The presenter is eligible for these hours on a one-time basis per presentation in a 4:1 ratio. *Hours are not available for the delivery itself.*

**Sample 5-Year Plan for Act 48 Credits – New Teacher**

The samples below are based on *average* WSSD offerings in a given year. As some years offer more or fewer opportunities, teachers should keep a continuous count of hours each year so as to investigate external offerings where needed. Similarly, attendance and participation in WSSD offerings can vary teacher-to-teacher. To ensure consistent credit for Act 48 hours, regularly attend in-service trainings and other Act 48 meetings, sign-in at all trainings/meetings where Act 48 is offered, and check PDE frequently for submitted hours.

|  |  |  |
| --- | --- | --- |
| **Year** | **Professional Development** | **Potential Number of hours** |
| **1** | New teacher orientation & induction – year one | 27 hours |
|  | August In-service District-based PD | 2 hours |
|  | August In-service Building-based PD | 2 hours |
|  | November In-service District-based PD | 2 hours |
|  | November In-service Building-based PD | 2 hours |
|  | February In-service District-based PD | 2 hours |
|  | February In-service Building-based PD | 2 hours |
|  | June In-service or Flex Time | 2 hours |
|  | Monthly Faculty meetings where PD is taking place | 4 hours |
|  | Monthly Building-based PD meetings | 4 hours |
|  | Monthly Department Meetings where PD is taking place | 2 hours |
|  | Act 80 Training | 3 hours |
|  | **TOTAL** | **54** |
| **2** | New teacher induction – year two | 5 hours |
|  | August In-service District-based PD | 2 hours |
|  | August In-service Building-based PD | 2 hours |
|  | November In-service District-based PD | 2 hours |
|  | November In-service Building-based PD | 2 hours |
|  | February In-service District-based PD | 2 hours |
|  | February In-service Building-based PD | 2 hours |
|  | June In-service or Flex Time | 2 hours |
|  | Monthly Faculty meetings where PD is taking place | 4 hours |
|  | Monthly Building-based PD meetings | 4 hours |
|  | Monthly Department Meetings where PD is taking place | 2 hours |
|  | Act 80 Training | 3 hours |
|  | **TOTAL** | **32** |
| **3** | Same as year 2 (exclude New Teacher Induction) | **27** |
| **4** | Same as year 2 (include Professional Growth Plan – Portfolio) | **35** |
| **5** | Same as year 2 (include Professional Growth Plan – Action Research or Lesson Study) | **39** |
|  | **FIVE YEAR TOTAL** | **187** |

**Sample 5-Year Plan for Act 48 Credits – Tenured Teacher**

|  |  |  |
| --- | --- | --- |
| **Year** | **Professional Development** | **Potential Number of hours** |
| 1 | August In-service District-based PD | 2 hours |
|  | August In-service Building-based PD | 2 hours |
|  | November In-service District-based PD | 2 hours |
|  | November In-service Building-based PD | 2 hours |
|  | February In-service District-based PD | 2 hours |
|  | February In-service Building-based PD | 2 hours |
|  | June In-service or Flex Time | 2 hours |
|  | Monthly Faculty meetings where PD is taking place | 4 hours |
|  | Monthly Building-based PD meetings | 4 hours |
|  | Monthly Department Meetings where PD is taking place | 2 hours |
|  | Act 80 Training | 3 hours |
|  | Professional Growth Plan – Action Research  | 12 hours |
|  | **TOTAL** | **39** |
| **2** | August In-service District-based PD | 2 hours |
|  | August In-service Building-based PD | 2 hours |
|  | November In-service District-based PD | 2 hours |
|  | November In-service Building-based PD | 2 hours |
|  | February In-service District-based PD | 2 hours |
|  | February In-service Building-based PD | 2 hours |
|  | June In-service or Flex Time | 2 hours |
|  | Monthly Faculty meetings where PD is taking place | 4 hours |
|  | Monthly Building-based PD meetings | 4 hours |
|  | Monthly Department Meetings where PD is taking place | 2 hours |
|  | Act 80 Training | 3 hours |
|  | Professional Growth Plan – Action Research | 12 hours |
|  | **TOTAL** | **39** |
| **3**  | Same as above without PGP (observation year) | **27** |
| **4** | Same as year 2 | **39** |
| **5** | Same as year 2 | **39** |
|  | **FIVE YEAR TOTAL** | **183** |
| Note:* Some Teacher may only have 3 years of PGP hours and therefore would have **171** hours at the end of five years. It is also possible that teachers who choose a Portfolio PGP (worth 8 hours) rather than an Action Research or Lesson Study PGP (worth 12 hours) will receive fewer hours over the course of five years. The gaps in these choices can be bridged with external coursework (free through PDE), external training (DCIU, etc. where Act 48 is offered), vertical team work, in-service trainer activities (pre-approval required), etc.
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**Act 48 Opportunities Offered through PDE**

The law requires PDE to annually provide, at minimum, 40 hours of continuing professional education course, programs, activities and/or learning experiences at no charge to educators *employed by a school entity.* [1205.29g)] Offerings can be viewed through PERMS

<http://pdc.pdesas.org/Course/CourseCatalog>

For more information about Act 48 and PERMS, use the link below:

<http://www.education.pa.gov/Teachers%20-%20Administrators/Act%2048%20and%20PERMS/Pages/default.aspx#.V3UrWusrK1s>

**Act 48 Hours Upload Process**

External Act 48 providers are responsible for uploading activity hours for participants directly into PDE’s PERMS.

\*Note: Out of State Institutions may send transcripts directly to PDE for Act 48 credits. Teachers must coordinate this through their institution and PDE.

Teacher obtains Act 48 hours through Building-based initiatives:

* PD sessions
* Faculty Mtgs where PD is taking place
* New Teacher Induction
* Department meetings where PD is taking place.

Teacher obtains Act 48 hours from courses taken through colleges/universities, Intermediate Units or other institutions that qualify as Act 48 providers.

Teacher obtains Act 48 hours through Curriculum/Special Education initiatives:

* Vertical teams
* Curr/Instr. Training
* New Teacher Induction/Mentors
* Teachers as Scholars
* Other PD assigned by the district

Sign the Act 48 sheet provided (OR)

submit a Solo Reporting Form with prior approval to the C&E or Special Education Office. Pre-approval form can be found on page 9 or the C&E/HR websites.

Sign the Act 48 sheet provided (OR)

submit a Solo Reporting Form with prior approval to the Building Office. Pre-approval form can be found on page 9 or the C&E/HR websites.

**Wallingford-Swarthmore School District**

**Solo Act 48 Pre-Approval Form**

For Act 48 credit through WSSD, the professional development activities require alignment to a building or district initiative *and* prior approval. Use this form to obtain pre-approval of Act 48 hours for a single event or series of events related to the same professional development topic that does **NOT** fall into the following categories:

1. School-level or district-level Act 48 events (meetings, workshops, etc., involving two or more people). An *Act 48 Event* form/sign-in sheet is to be used for such events.
2. Act 48 hours earned at offsite location (e,g., DCIU) or a college/university course that directly reports your credits to PDE.

**Directions: Submit this form to the designated administrator (see Act 48 guideline packet, page 6 for details). Once approved, the Act 48 PD can begin. Notify the administrator after the completion of the work for submission of Act 48 credit to PDE**.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PPID number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of hours to be completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nature of the Professional Development: *(Please provide adequate detail for approval purposes, including the names of other teachers who may be a part of the Professional Development work.)*

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Signature of Principal/Director Date

(*For Administration)* Act 48 reporting category:

\_\_\_\_\_Teaching and Learning Professional Development

\_\_\_\_\_Standards Area Curriculum and Assessment

\_\_\_\_\_Academic Content Studies

\_\_\_\_\_ Student Social and Health Issues

\_\_\_\_\_ Technology