# What Can I Do for Act 48/Flex Days?

*A fun guide to all things Act 48!*

*The following guidelines will apply to all Act 48-approved activities. These guidelines have been compiled from resources from the Pennslyvania Department of Education:*

- *Act 48 and PERMS (PDE webpage)*
- *Act 48 Professional Education Plan Guidelines, 2007*
- *Frequently Asked Questions – Act 48 Continuing Professional Education Requirements, 2015*

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## In general...

Act 48 requires that collegiate courses, continuing professional education courses (offered by intermediate units), and noncredit continuing professional education programs, activities, or learning experiences be "**related to an area of the professional educator's assignment or certification**." (24 PS 12-1205.2(c)). PDE interprets this language as follows:

- in the **content area** of the educator's certification
- in **instructional methods**, **pedagogy, strategies/tools for the classroom, classroom management, assessment, or evaluation**.
- helps students improve their performance in the area of **reading/writing/speaking/ listening, verbal skills, English or literacy, mathematics, and mathematical reasoning** regardless of the educator's certification.
- **inclusive classrooms**:
  - providing **effective instruction** to students with mild to severe disabilities within a classroom setting;
  - research-proven strategies and methods to help special needs learners gain **meaningful access to** elementary and/or secondary **curriculum** content;
  - **assess** the success of instruction with special learners and improvement of outcomes for all students; or
  - **motivation and classroom management** in settings with special needs learners.
- **instructional technology** that improves capacity to deliver instruction in a 21st century learning environment through the use of computers, computer software or internet technology.
- **student health**, **interpersonal skills** in a school environment, **safe** and **supportive** schools, and **resiliency**.

*Can educators earn Act 48 hours for **presentations and/or speaking engagements**?

- It is the department's policy that a professional educator is entitled to an award of up to four (4) Act 48 hours for preparation of every one (1) hour of presentation of a seminar, breakout session or professional development activity where the audience will be receiving Act 48 hours. Act 48 hours will not be awarded to a professional educator for preparation time where Act 48 hours are not available to the audience. The presentation preparer is eligible for the award of Act 48 hours for preparation on a one-time basis per presentation. Act 48 hours are granted for preparation of the presentation, not for delivery of the presentation. (For this to count as hours towards your KAS Flex Day requirement, such preparation and speaking engagements must be outside of regular school time.)

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## Activities Related to Teaching Content






| *ACCEPTABLE* | *NOT ACCEPTABLE* |
|---|---|
| Building knowledge of literacy, mathematics and science-specific content | Courses taken outside of an area of certification or work assignment, except for school administration |
| Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas | Any courses/programs for personal growth or an alternative career |
| Curriculum development aligned with Pennsylvania standards | Repeat of awareness-level introductory courses, e.g., Introduction to Computers |
| Data analysis training (all aspects of assessment and evaluation) | 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 |

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# Activities Related to Teaching Practices





| *ACCEPTABLE* | *NOT ACCEPTABLE* |
|---|---|
| Training in assessing students and analyzing student data to implement effective change in instruction | Instruction time, serving as a mentor or cooperating teacher |
| Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on analysis of the observed experience | Attending administrative faculty meetings with superintendent or principal |
| Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas | Supervision of school field trips |
| Acquiring technology skills and designing strategies to integrate technology into the instructional setting | Tutoring |
| Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking | Tours of school buildings |
| Acquiring secondary strategies to increase student engagement and personalize learning | Preparing and presenting college course |
| Training in how to create safe and welcoming learning environments | Extra curricular assignments (coaching or advising of sports, drama, debate, clubs or student government) |
| 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) | |

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# Activities Related to School Counselors (and All Teachers)

**School Counselors:** 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.





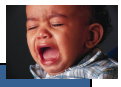
| *ACCEPTABLE* | *NOT ACCEPTABLE* |
|---|---|
| Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students | Undefined counselor workshops |
| Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society | Sheltered workshop visitation |
| Study of developmental disorders | Undefined district meeting |
| Training to disaggregate data in relation to student achievement | Sorting PSSA reports |
| Working with instructional teams to develop curriculum/lesson plans | Undefined hot topics seminar |
| Training that builds capacity to collaborate with teams of teachers, school leadership and parents | Supervision of visits to career sites/colleges |
| Design and implementation of a comprehensive, data-driven school counseling program | Career Day monitoring |
| Training in the facilitation and evaluation of advisory programs | Parents Anonymous Meeting |
| Training that deals with special needs like homelessness, adolescent depression, etc. | Community center evening work |
| Career development program: planning, organization, implementation, administration and evaluation | Undefined independent studies abroad |
| School or district-wide planning and team planning activities (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness) with other professional employees, where those professional employees are receiving Act 48 | |

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# Activities for Specialists

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.





| *ACCEPTABLE* | *NOT ACCEPTABLE* |
|---|---|
| Identifying the health and social services needs and assets of students, families, schools and communities by using various types of data | Independent studies |
| Training to acquire health risk reduction and prevention strategies | Union related bargaining behavior studies |
| 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, certifications) | |
| School- or district-wide planning | |

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