

Big Beaver Falls Area School District

1503 Eighth Avenue, Beaver Falls, PA 15010

www.tigerweb.org

Professional Educator's Handbook on Act 48 Credit Hours



In compliance with the Pennsylvania Department of Education Act 48 Requirements and the Big Beaver Falls Area School District Act 48 Professional Education Plan of November, 2006.

Revised
January 2008

This plan was developed in an effort to support the educators in the Big Beaver Falls Area School District in their professional duty to obtain their Act 48 hours.

The Regulations state, "Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates to participate in ongoing professional education." (Downloaded on November 6, 2007 from <http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=90&Q=34254&g=140&teachingNav=93|2559|&teachingNav=1904|2627|>)

"Educators must maintain their certificates as active by earning six collegiate credits or six PDE-approved in-service credits or 180 continuing education hours or any combination of the above every five calendar years. NOTE: Each collegiate credit is equal to 30 continuing education hours. All credits and hours must be related to an educator's certificate type or area of assignment, unless enrolled in an administrative program or approved by the school board." (Downloaded on November 6, 2007 from <http://www.teaching.state.pa.us/teaching/lib/teaching/Act48QAFINAL%281%29.pdf>)

The Big Beaver Falls Area School District is committed to affirmative action to ensure equal opportunity for all persons regardless of race, religion, natural origin, ancestry, sex or handicap. Inquiries should be directed to The Assistant Superintendent, Title IX Section 504 Coordinator, Administrative Center, 1503 Eighth Avenue, Beaver Falls, PA 15010, (724) 843-3420.

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Definitions

Programs are a series of related continuing professional education activities with a common theme and outcome. Programs must be at least 3 ½ hours in length.

Activities are the components of programs such as training sessions, conference sessions, “walk-throughs,” and curriculum alignment.

The **Professional Education Committee** is made up of teachers, educational specialists and administrators that are elected by their peers. Additional members may include parents and business and community representatives.

Provider Statement

In order to insure that the professional education activities and programs are of high quality and designed to address the goals of the school district as outlined in the Strategic Plan, the Big Beaver Falls Area School District Act 48 Planning Team will work to meet the following criteria as designated by the Pennsylvania Department of Education:

1. Professional development decisions will be based on student data and evaluated using student data.
2. Professional development activities and programs will be designed to have content that strives to increase student learning.
3. Professional development activities and programs will be provided through a process that is most likely to result in sustained school improvement.
4. Professional development programs and activities will be aligned with the Pennsylvania Early Learning Standards, Pennsylvania Alternative System of Assessment (PASA) Academic Standards, Kindergarten Standards and Academic Content Standards.
5. Professional development activities and programs will be based on research and/or best practices.
6. Professional development activities and programs will be evaluated at the conclusion of each program so that the committee can make changes and modifications as needed.

As an approved provider, the Big Beaver Falls Area School District agrees to:

1. Electronically submit the professional education hours to the Pennsylvania Department of Education.
2. Maintain records for each program for seven years.
3. Upon completion of the program evaluation, the district will provide participants with a certificate of completion.

Professional Education Act 48 Planning Team and Support Group

1. Act 48 Professional Education Plan

- a. Approved by Board of Education on August 17, 2006
- b. Submitted to PDE on September 15, 2006
- c. Approved by PDE on November 6, 2006

2. Professional Educator's Handbook on Act 48 Credit Hours (revised January 2008)

- a. Approved by Act 48 Technical Team and Strategic Planning Steering Committee on January 16, 2008
- b. Approved by the Curriculum Council on February 5, 2008
- c. Approved by the Board of Education on February 21, 2008

3. Members of the Act 48 Technical Team and Support Group include:

A. Act 48 Technical Team

- a. Rodney Bobin
- b. Jane Bovalino
- c. Antonia Climo
- d. Eleanor Cockfield
- e. Thomas House
- f. Marynelle Kness
- g. William Kness
- h. Mary Beth Leeman
- i. Donna Nugent
- j. Valarie Williams

B. Strategic Planning Steering Committee

- a. Rodney Bobin
- b. Jane Bovalino
- c. Antonia Climo
- d. Eleanor Cockfield
- e. Linda Edel
- f. Thomas House
- g. Judy Johnston
- h. Thomas Karczewski
- i. Marynelle Kness
- j. William Kness
- k. Mary Beth Leeman
- l. Donna Nugent

C. Curriculum Council

- a. Jane Bovalino
- b. Linda Edel
- c. Mark Hornick
- d. Thomas House
- e. Karen Jeannette
- f. Thomas Karczewski
- g. Janice Landsbach
- h. Jennifer Lucchino
- i. Vivian Mahli
- j. Donna Nugent
- k. Valarie Williams

D. Board of Education

- a. Todd Allen
- b. Richard Attisano
- c. Allen Bozic
- d. Cindy Cook
- e. Terri Ellinwood
- f. Isabelle Gill
- g. John Ginand
- h. Gene Marx
- i. Paul Phillips

Needs Assessment and Goal Setting

The Pennsylvania Department of Education requires a description of the needs assessment and how the plan meets the educational and staff development needs of the school entity and its professional educators, students and community. The BBFASD has analyzed data obtained through these Needs Assessments. The following tools were utilized in this process:

1. **Professional Education Needs Assessment** – The professional and paraprofessionals employed by the BBFASD participated in an online survey. The Beaver Valley Intermediate Unit #27 helped facilitate this process. Teachers were asked to use a Likert Scale to assess their need for professional development in the following areas:
 - Effective teaching practices
 - Classroom Management
 - Assessment
 - Integrating Technology into Teaching
 - Parent Communication, Conferencing techniques, parent involvement
 - Differentiated Instruction
 - Data driven instruction
 - Group dynamics – working in teams
 - Curriculum Mapping
 - DIBELS assessment and analysis
 - School Safety
 - Special Education and Inclusion
 - Study Island
 - Academic Standards and PSSA Preparation
 - Other – respondents were given the opportunity to identify additional areas not identified in the survey
2. **School Culture Needs Assessment** – To identify the school culture and the teachers, students and community members' opinions of the school district, a survey was distributed to the stakeholders. A number of areas were identified. For example: community members identified a need to promote a perception of the district.
3. In addition, the staff was afforded the opportunity to identify areas of professional education they would be willing, and felt qualified, to facilitate. Out of 165 potential responses, 152 were received and are included in the final results.

Professional Educators Results to the Needs Assessment

The teachers were asked to rate their needs with regard to professional development. We utilized a five-point Likert style scale with one meaning not important, two meaning important, three meaning neutral, four meaning important and five meaning most important. The following chart shows the results of the survey. The Professional Education Plan was created using these results.

AREA	High School	Middle School	Big Beaver	Central Elementary	Administrative Center	District Totals
Effective Teaching Practices	4.39	4.46	4.36	4.47	4.75	4.486
Special Education & Inclusion	3.78	3.82	3.59	4.15	5.00	4.068
Academic Standards, PSSA Anchors	3.56	4.35	3.64	4.12	4.50	4.034
Assessment	3.40	4.11	4.09	4.19	4.75	4.108
Differentiated Instruction	3.31	3.52	3.78	4.17	5.00	3.956
Classroom Management	3.96	4.44	3.99	3.76	4.00	4.03
Integrating Technology into the Classroom	3.69	3.75	3.51	3.76	3.75	3.74
Parent Communication, Conferencing, Involvement	3.56	4.22	4.07	3.91	3.75	3.902
Group Dynamics, Team Collaboration	3.29	3.61	3.57	4.10	4.25	3.764
Curriculum Mapping	3.35	3.95	3.49	3.76	5.00	3.91
Data Driven Instruction	2.89	3.44	3.44	3.71	5.00	3.696
School Safety	3.62	4.10	3.75	3.60	4.25	3.864
DIBELS	2.25	2.57	2.92	3.27	4.50	3.102
Study Island	3.14	3.24	2.74	2.74	3.25	3.022

Professional Education Plan Overview

Based on the results of the survey, and the comments the professional staff shared on their Needs Assessment, an analysis of achievement data, financial data and past plans, the Professional Education Team created a plan whereby Academic Achievement was established as the core objective of the plan.

Through an analysis of the student data, surveys and needs assessments, the following major categories were identified for professional development:

- **Curriculum**
 - Aligning curriculum with the standards in all subject areas in grades Pre-K through 12.
- **Classrooms for the Future**
- **Technology Integration**
- **Data Driven Decision-Making**
 - Data Analysis
 - Pennsylvania Value Added Assessment System (PVAAS)
 - eMetric
- **Legal Issues**
- **School Improvement**
 - Getting Results
 - PSSA Improvement Plans and Implementation
- **Technology Updates**
 - EdLine
 - GradeQuick
- **Methodologies and Strategies for Academic Achievement**
 - Differentiated Instruction
 - Small Group Instruction
 - Tiered Learning
 - DIBELS
 - Imagination Station
 - Science Inquiry
 - Math Lesson Study
- **Professional Learning Communities**
- **Wellness**
 - Obesity Town Meeting
 - Type II Diabetes
 - Asthma
- **Safety and Security**
 - Creating Safe and Inviting Learning Areas
 - CPR
 - First Aid
 - Automated External Defibrillator (AED)
 - Local Police and Fire Department Collaboration

Criteria for Act 48 Programs and Activities

The Act 48 Technical Team has approved the professional education options contained in this plan that may be used to fulfill the six credits and/or 180 hour requirement. If the Big Beaver Falls Area School District is assuming any costs for the registered credits or expenses of providing time, the district may approve or disapprove the activity or program based upon the terms of the Agreement by and between Big Beaver Falls Board of Education and Big Beaver Falls Education Association.

The following pages outline the acceptable and unacceptable Act 48 programs and activities. The information is divided by area of certification. This information is adapted from the Act 48 Professional Education Plan Guidelines developed by the Pennsylvania Department of Education and updated March, 2007.

(http://www.teaching.state.pa.us/teaching/lib/teaching/Prof_Ed_Plan_Guidelines_Final_2-3_07_073.pdf)

Early Childhood, Elementary and Secondary Educators

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	Examples of Unacceptable Activities
<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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

All early childhood, elementary and secondary educators will be expected to participate in professional development activities that **advance high-quality classroom instruction** over the course of the Professional Education Plan.

Examples of Acceptable Activities	Examples of Unacceptable Activities
<ul style="list-style-type: none">• 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• Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking• 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 the individual learner• 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, school improvement, technology and student support, wellness)	<ul style="list-style-type: none">• 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• Extra curricular assignments (coaching or advising of sports, drama, debate, clubs or student government)

Meeting the Needs of Diverse Learners

All teachers certified in early childhood, elementary or secondary education (including special education) should participate in continued education 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. Such coursework may include diagnosing students' educational needs, intervening for struggling students, making appropriate accommodations and adaptations in curriculum, academic content and materials, and studies about teaching limited English language learners.

Diverse learners are those students who, because of limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn. An inclusive setting is the placement of students with disabilities and English language learners in a regular classroom setting.

School and District Administrators

All Act 48 activity must meet the Pennsylvania Inspired Leadership (PIL) core standards, as described in criteria B5 through B8.

Examples of Acceptable Activities	Examples of Unacceptable Activities
<ul style="list-style-type: none">• Training to facilitate staff analysis of student work• Training related to strategies, curricula and programs that meet student academic needs• Effective coaching practices for proven strategies that boost student performance• Identifying the needs of student subgroups and effective strategies for meeting those needs• Training to implement state school improvement planning processes• Collaborative work with parents and community partners to develop collective efforts focused on the achievement rate of student subgroups• School- or district-wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)• Training on legal issues, governance and Board/Superintendent relationships	<ul style="list-style-type: none">• IU Superintendent meetings• Equipment expositions• Undefined off-site retreats

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 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 – i.e., those who, because of gender, ethnic background, socioeconomic status, differing ability levels, 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	Examples of Unacceptable Activities
<ul style="list-style-type: none">• 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 planning activities (strategic, professional development, induction, special education, school improvement, technology, student support and wellness) with other professional employees, where those professional employees are receiving Act 48 credit	<ul style="list-style-type: none">• 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	Examples of Unacceptable Activities
<ul style="list-style-type: none">• 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, school improvement, technology and student support, wellness)	<ul style="list-style-type: none">• Independent studies• Union related bargaining behavior studies

Act 48 Procedures

Activities and Programs offered by BBFASD:

1. Educators are required to sign in and out of each activity or program.
2. Sign in sheets, with an agenda attached, are to be sent to the Assistant Superintendent.
3. Hours will be recorded in the district-maintained Act 48 database.
4. Facilitators will be awarded an additional two Act 48 hours for preparation of each activity.
5. Educators will evaluate each activity or program.
6. The district will upload the Act 48 hours to PDE on a regular basis.
7. The educator will maintain a professional development portfolio to monitor their number of hours obtained.

Activities and Programs offered by other Act 48 approved providers:

The BBFASD is not permitted to submit the hours for activities, programs and/or courses offered by other Act 48 approved providers, therefore,

1. Other approved providers are required to submit Act 48 hours directly to PDE.
2. If not awarded the hours by an outside provider, the educator is responsible for contacting that provider.
3. If taking courses at a college or university, it is the educator's responsibility to request that the college or university submit the credits directly to PDE.

Activities offered by others who are not PDE Act 48 Approved Providers:

In some cases, educators attend workshops that are not conducted by an approved provider. In that case, the educator must receive prior written approval from the building administrator.

1. The educator will submit a completed Act 48 Pre-Approval Form to the building administrator along with a copy of the program agenda.
2. Based on the program's alignment with the BBFASD Act 48 guidelines, the building administrator will either approve or disapprove the program for Act 48 hours and return the request to the educator.
3. Upon completion of the activity, the educator will complete the bottom portion of the Pre-Approval form and submit it to the Assistant Superintendent.
4. The designated hours will be recorded in the district-maintained Act 48 database.
5. Educators are required to complete an evaluation of the program.
6. The district will upload the Act 48 hours to PDE on a regular basis.

PDE Requirements

1. PDE requires that each educator maintain accurate personal information (name and address changes) via the PDE website.
2. PDE requires each educator to maintain his/her personal Act 48 records.
3. The PDE site is the "official" documentation of Act 48 hours received.

Big Beaver Falls Area School District
1503 Eighth Avenue
Beaver Falls, PA 15010

Act 48 Pre-Approval Form

Note: In order to receive Act 48 hours, the activity or program must be related to the professional educator's assignment or area of certification as listed on the employee's certificate. In addition, administrative pre-approval is required.

To be completed prior to attending activity or program:

Employee's Name	Date of Request
-----------------	-----------------

Current Assignment	PA Secure ID
--------------------	--------------

I am requesting to receive Act 48 hours for the following activity:

Date of Activity	Hours to be awarded
------------------	---------------------

Description of Activity

The activity addresses the following district goal(s):

- | | |
|--|--|
| <input type="checkbox"/> High Academic Standards | <input type="checkbox"/> Safe Schools and Community |
| <input type="checkbox"/> Early Childhood Readiness | <input type="checkbox"/> School and Community Public Relations |

☐ Approved ☐ Not Approved

Signature of Building Administrator

Upon completion of the activity, the educator is to attach the program agenda and submit to the Assistant Superintendent.

Date entered into Act 48 Database: _____ Initials: _____

Big Beaver Falls Area School District
1503 Eighth Avenue
Beaver Falls, PA 15010

Act 48 Evaluation Form

(Use this form only if you cannot use the BBFASD Act 48 program evaluation.)

Instructor's Name(s): _____

Name of Session: _____ Date of Session: _____

Please check a number from one through 5 indicating your evaluation of the program.

		Excellent			Poor	
		5	4	3	2	1
1	Activity/program was well organized.					
2	Activity objectives were clearly stated.					
3	Activities and assignments were relative to the objectives.					
4	All necessary material, equipment, and resources were provided or made readily available.					
5	The instructor was prepared for class.					
6	The instructor was knowledgeable in the subject area.					
7	The manner of presentation of the material was clear.					
8	The instructor employed effective teaching strategies and techniques.					
9	The instructor was objective and equitably interacted with the class.					

Additional Comments: _____

Signature

Date Submitted

Big Beaver Falls Area School District

1503 Eighth Avenue
Beaver Falls, PA 15010

Act 48 Non-District Participation Data Form

Instructions:

1. Upon completion of this form (front and back), submit to the Assistant Superintendent's Office.
2. The BBFASD will record your hours and send them to PDE.
3. Please refer to the PDE maintained Act 48 database to compare your records.

Last Name

First Name

PA Secure ID

Home Phone Number

Street Address

Employment Status:

☐

Full Time

☐

Part Time

☐

Substitute

☐

Aide

Title of Activity/Program

Name of Instructor/Presenter

Date of Activity/Program

Number of Hours Requested

Instructor's/Presenter's Signature

Date

Big Beaver Falls Area School District
1503 Eighth Avenue
Beaver Falls, PA 15010

Act 48 Evaluation Form

(Use this form only if you cannot use the BBFASD Act 48 program evaluation.)

Instructor's Name(s): _____

Name of Session: _____ Date of Session: _____

Please check a number from one through 5 indicating your evaluation of the program.

		Excellent			Poor	
		5	4	3	2	1
1	Activity/program was well organized.					
2	Activity objectives were clearly stated.					
3	Activities and assignments were relative to the objectives.					
4	All necessary material, equipment, and resources were provided or made readily available.					
5	The instructor was prepared for class.					
6	The instructor was knowledgeable in the subject area.					
7	The manner of presentation of the material was clear.					
8	The instructor employed effective teaching strategies and techniques.					
9	The instructor was objective and equitably interacted with the class.					

Additional Comments: _____

Signature

Date Submitted

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

April 28, 2006

To: All LEAs, IUs, Vocational Technical Centers, Charter Schools,
Scotland School
Superintendents
Principals
Current & Former District Professional Employees

From: Division of Professional Development
Bureau of Teaching and Learning Support
(717) 772-3817

Subject: IMPORTANT ACT 48-1999 UPDATE INFORMATION

This information responds to the majority of questions received by the Department's Division of Professional Development. Other information about Act 48-1999, an earlier Question and Answer document and a copy of the law, are available at the website identified in the previous paragraph. The following items provide the Key Information necessary to understand Act 48-1999 Professional Development and its related amendments.

1. Pennsylvania's continuing professional education law, Act 48-1999, does not impact the validity of a Pennsylvania certificate. An educator may have a legitimate certificate but the status is either "active/inactive." Only valid certificates in "active" status are appropriate for full-time employment in a PA public school.
2. Act 48 applies to all certified education professionals effective July 1, 2000 or beginning the date a certificate is awarded whether or not the educator is employed in education.
3. Act 48-1999 requires all education professionals to acquire 6 credits/180 hours/a combination of professional development hours/credits equivalent to 180 hours every 5 years to maintain an active certificate. Educators may view their records at www.pde.state.pa.us then selecting the link to Act 48 Reporting System and selecting the Educator Options box.
4. If requirements are not met the educator retains a valid certificate but it is placed on "Inactive" status. That educator may substitute teach up to 90 days each year on an inactive certificate but may not work full-time in a PA public school. Return to "active" status occurs when the Act 48 requirements are met. A letter is sent to the educator indicating return to active status.
5. The Department has free online programs of study available to all PA certified education professionals. Greater than 20 programs are now available for those working in education ranging from 15 to 30 hours in length. Eight programs have been modified for substitute teachers and others who do not have a classroom where they may implement a lesson and then submit it as the final product. The modified online programs are 15 hours in length.

6. Act 46-2005 was passed amending Act 48-1999 granting a Grace Period until April 30, 2006 to all educators certified prior to May 1, 2001, who did not meet the Act 48 requirements by the end of the first five-year period. Additionally, that law requires all certified educators to MAINTAIN A CURRENT ADDRESS in the Department of Education.

The forms for address change and/or name change may be found at www.pde.state.pa.us under "Forms" on the list found on the left hand side of the page. The Forms link provides access to the two forms needed. Each form must be printed, filled-in and sent to the address provided on the form. It is the educator's responsibility to maintain accurate information in the Department of Education.

7. Following the end of the "Grace Period", April 30, 2006 there will be a one-month administrative period for Professional Development approved providers to submit records to the Department. Five-year notification letters will be sent to all educators who have not met the Act 48-1999 Professional Development requirements in batches on successive Fridays in June beginning with June 9th. Thirty days after notification letters are distributed the certificate of non-compliant educators will become "Inactive." The five-year notification will provide the forms and directions for an educator to appeal that status. If an educator files a valid and timely appeal, the educator's certificate will remain active until the appeal is resolved. The educator will be able to continue employment as a professional educator during that time.

8. Act 5-2006 was passed February 3, 2006 and takes effect April 3, 2006. It waives Act 48 responsibilities for retired PA certified educators, and additionally waives Professional Development requirements for the first 180 days if a retiree returns to school service in a full-time position or returns to service due to an emergency or a teacher shortage. The responsibility for Act 48 requirements returns on the 181st day and continues until that educator returns to full retirement status. All educators with an inactive certificate may substitute up to 90 days/school year.

A second aspect of this law provides all PA certified education professionals access at no cost to the Department's sponsored online programs of study. These are available through the Department's website www.pde.state.pa.us using the links "Teaching in PA" and "Act 48 Professional Education."

IMPORTANT INFORMATION ABOUT YOUR CERTIFICATE

Beginning July 1, 2000, Act 48 of 1999 required persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active. **Please read carefully the information provided below.**

Note: in order for us to notify you regarding the status of your certificate, you must keep us apprised (in writing, including your social security number) of any changes to your mailing address.

1. Who is affected by the requirements of Act 48? All educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates. Also included are non-certified teachers and administrators employed by charter schools.

2. When did Act 48 go into effect? The effective date was July 1, 2000.

3. What must educators do to remain in compliance with Act 48? Educators must maintain their certificates as active by earning six collegiate credits or six PDE-approved in-service credits or 180 continuing education hours or any combination of the above every five calendar years. NOTE: Each collegiate credit is equal to 30 continuing education hours. All credits and hours must be related to an educator's certificate type or area of assignment, unless enrolled in an administrative program or approved by the school board.

4. Must an educator who holds a certificate listing multiple areas maintain active status in all of those areas? Meeting the requirements every five years will maintain active status for all areas on the certificate.

5. When does the five-year period begin? For all educators issued certificates prior to July 2000, the five-year period began on July 1, 2000 and ends June 30, 2005. For those issued certificates after July 1, 2000, the five-year period begins the effective date of issuance of the initial certificate. The requirements will be renewed at the end of each five-year period.

6. Can credits earned prior to July 1, 2000 be accepted to comply with Act 48 provisions? The Department may accept credits from courses that ended or began after January 1, 2000 for individuals certificated prior to July 2000. Professional education hours may be accepted if completed on or after June 1, 2000.

7. May credits earned in excess of those required by Act 48 be used in the next five-year period? There is no provision in the Act to carry credits over into the next compliance period.

8. What is the difference between an "active/inactive" certificate and a "valid/invalid" certificate? Active certification indicates compliance with the provisions of Act 48, while inactive certificate will prevent an educator from serving in a professional position in the public school entities of the Commonwealth. Additionally, inactive certification may impact an individual's ability to use a certificate outside of the public schools. *It should be noted that active/inactive status has no bearing on the validity of a certificate. A Pennsylvania certificate is valid for a specific number of teaching/service years spent in the schools of the Commonwealth. Therefore, a certificate may remain "valid" even if it becomes "inactive".*

9. What happens to my certificate if I do not complete the requirements for Act 48? If a certificate holder does not complete the requirements, the certificate will become inactive after the five-year compliance period and the holder will be disqualified from being employed by a Pennsylvania public school entity as a professional (tenured) or temporary professional (prior to gaining tenured status) employee until all Act 48 requirements have been met. An educator who is not currently employed by a Pennsylvania public school entity may request a voluntary inactive

certificate status by submitting form PDE 338R to the Bureau of Teacher Certification and Preparation. This form can be obtained through the Bureau of Teacher Certification and Preparation or online at www.pde.state.pa.us.

10. Will an individual with an inactive (including voluntary inactive) certificate be permitted to substitute in public schools? An individual with inactive certification may be employed as a substitute teacher, principal, superintendent, or assistant superintendent in accordance with the endorsement on the individual's certificate or letter of eligibility for no more than 90 days during a school year.

11. What must be done to reactivate a voluntary inactive certificate? A person who requests voluntary inactive status will have the requirements of Act 48 suspended temporarily. To reactive a certificate, an educator must submit form PDE 338R-2 and evidence of 30 hours or 1 credit earned within the prior 12 months. Once active status is granted, an educator will have the balance of the original five-year period to complete the remaining hours to fulfill Act 48 requirements. Credits/hours taken during the inactive period (including the 30 hours for reactivating the certificate) may be counted toward Act 48 requirements.

Example: Ms. Smith received her Level I certificate in January 2000. Her five-year period is from July 1, 2000 through June 30, 2005. She requests voluntary inactive status (PDE 338R) in January 2001. She has earned no credits so far and used one-half year of her five-year period. If she makes a request to reactivate her certificate in January 2007 (PDE 338 R-2), she must present evidence of having earned 30 hours or 1 credit in the 12 months prior. The 30 hours or 1 credit will count toward the 6 credits/180 hours needed to complete the Act 48 requirements. Any additional credits taken during the Voluntary Inactive period may also be counted toward the balance of the 6 credits/180 hours. Ms. Smith must complete the remaining credits/hours in the 4.5 years following reactivation.

12. How can I reactivate my certificate if it becomes inactive because the requirements were not met by the end of the five-year period? Once an educator with inactive certification has met the Act 48 requirements (i.e. the equivalent of 180 hours of continuing professional education or six (6) collegiate credits) for the original Act 48 five-year period, the Teacher Certification Systems will automatically return that certificate to active status and will assign a new five-year compliance period.

The Department will notify the educator that the certificate has been returned to active status.

Example: Mr. Jones was issued his Level I certificate in May 2001. His five-year period began on May 1, 2001 and will end on April 30, 2006. He only completes 120 hours during the five-year period and did not request Voluntary Inactive status. In this case, his certificate will be rendered inactive by the Department on June 1, 2006, following a 30-day administrative period. He earns the necessary 60 hours in July 2006 and the hours are submitted to the Department in August 2006. At that time, the Teacher Certification System will return his certificate to active status and his new five-year compliance period will begin on August 1, 2006.

13. Does Act 48 eliminate Level II (Permanent) certification? No. The regulations of Chapter 49 related to Level I and Level II certification remain in force. There is still a requirement to convert a Level I certificate to Level II status after six service or teaching years in a Pennsylvania public school.

14. Do the provisions of Act 48 apply to educators who have not yet converted their Level I certificate to a Level II status? Yes. The provisions apply to all educators holding a Pennsylvania public school certificate.

15. **Can the credits earned for Level II certification or a Letter of Master's/Bachelor's Equivalency (MEQ/BEQ) be applied toward the requirements of Act 48?** Collegiate credits and continuing professional education credits from Pennsylvania intermediate units may be applied to the continuing education requirements if earned after January 1, 2000 and related to the educator's area of assignment/certification or within a program leading to administrative certification. However, credits/hours will not carry over from one five-year period to the next. Please note that collegiate credits for Level II and MEQ issuance must be submitted on an official college-sealed transcript.

16. **Can continuing education hours, continuing education units, or community college credits be applied toward a Level II certificate or Letter of Master's/Bachelor's Equivalency?** No. Only credits from a four-year degree granting college and continuing professional education courses from Pennsylvania intermediate units may be accepted.

17. **How will educators holding a Pennsylvania certificate but not employed by public school entities be made aware of the requirements of Act 48?** The Department will continue to disseminate information regarding the requirements of Act 48 through the media, school districts, colleges and universities, private and nonpublic schools, as well as the Department's web page at www.pde.state.pa.us.

18. **What are considered "public school entities"?** They include school districts, intermediate units, joint school districts, area vocational technical schools, charter schools, the Scotland School for Veterans Children and the Scranton School for the Deaf, or any of these acting jointly.

19. **Must educators who hold public school certification but are serving in private or nonpublic (religious) schools comply with the provisions of Act 48?** Yes. The provisions of Act 48 apply to all educators holding Pennsylvania public school certificates. However, it is important to note that private and nonpublic schools may, at their discretion, require their professional staff to maintain their certificates as active by completing continuing education credits or activities. Employment by the public school entities will necessitate the completion of the Act 48 requirements.

20. **Are private tutors who hold Pennsylvania certification required to comply with Act 48 requirements?** Yes, except for certified individuals who provide private tutoring services as part of a home education program (home schooling), in accordance with Act 35 of 2001.

21. **Does National Board Certification eliminate Act 48 requirements?** No. Act 48 applies to all professional educators who hold a Pennsylvania professional certificate.

22. **What can educators do if they are not employed by public school entities or move out of Pennsylvania?** They can either maintain their certificates as active by meeting the continuing education requirements or they may request voluntary inactive status from the Bureau of Teacher Certification and Preparation to suspend the requirements of Act 48.

23. **Who will maintain the records for Act 48 credits acquired by educators?** Approved Pennsylvania providers will submit the credits/hours earned by the educators to the Department. Educators should contact their Pennsylvania college registrar for procedures to ensure credits will be submitted electronically to the Department. Collegiate credits earned outside of Pennsylvania must be submitted on an official college-sealed transcript to: Department of Education, Division of Professional Education and Planning, 333 Market Street, Harrisburg, PA 17126-0333.

24. **How can educators and school entities access the continuing education records?** Information regarding the credits/hours earned and the continuing education status may be accessed through the Department's web pages at www.pde.state.pa.us, Act 48 Reporting System.

25. How will educators and public school entities know when the five-year period is over?
At least 12 months prior to the end of the five-year period, the Department will notify both the educators and the public school entities regarding the continuing education status and remaining credit hours, if any, to be completed. An additional notification of certification status will be sent at the end of the five-year period. It is important that the Department has a current address for each educator.

26. What if circumstances prevent an educator from completing the requirements of Act 48? There is a provision in the Act for granting an extension of the five-year period due to extenuating circumstances. Extenuating circumstances may include active military duty, a medical disability, educator being out of the country more than twelve months, or other. Use form PDE 338 R 3 to apply for an extension after June 1, 2004. Act 48 also provides for an educator's right to appeal a notice of inactive certification. Form PDE 338 R 4 may be used to appeal the inactive status designation after the close of the educator's five-year period when the certification has been rendered inactive by the Department. Form PDE 338 R 4 will be available on July 1, 2005.

It is the responsibility of the educator to monitor credits or hours status on the Department's website during the five-year period. It is the responsibility of the educator to contact the provider to correct any discrepancies in credits reported.

The reference for questions concerning professional education plans, approved courses, providers, and submission of credits/hours may be found on the PDE Home Page at www.pde.state.pa.us under Teaching in PA, Act 48 Continuing Professional Education.

For information about your certificate, you may contact the Bureau of Teacher Certification and Preparation at (717) 787-3356. Certification information is also available on the Department website. Notification of a change of address should be sent to: Bureau of Teacher Certification and Preparation, 333 Market Street, Third Floor, Harrisburg, PA 17126-0333.

H-300 (8/06)

PENNSYLVANIA DEPARTMENT OF EDUCATION

ACT 48 OF 1999 APPEALS PROCESS

STATEMENT OF POLICY

1. Purpose and Scope.

- (a) Appeals filed under section 1205.2(i) of the School Code (24 P.S. § 12-1205.2(i)) will proceed in accordance with the provisions of this policy statement.
- (b) In addition to the provisions set forth in this policy statement, appeals filed under section 1205.2(i) of the School Code (24 P.S. § 12-1205.2(i)) will proceed in accordance with the provisions of 1 Pa. Code Part II (relating to general rules of administrative practice and procedure); except that the following sections do not apply to these proceedings: §§ 35.20 (relating to appeals from actions of the staff) and 35.35 (relating to answers to complaints and petitions).

2. Definitions.

The following words and terms, when used in this policy statement, have the following meanings, unless the context clearly indicates otherwise:

- (a) *Act 48* – Act 48 of 1999 (24 P.S. § 12-1205.2).
- (b) *Act 48 appeal hearing* – A hearing before the Secretary conducted under Section 1205.2 of the School Code (24 P.S. § 12-1205.2).
- (c) *Department* – The Department of Education of the Commonwealth.
- (d) *Division* – The Division of Professional Development of the Bureau of Teaching and Learning Support of the Department of Education of the Commonwealth.
- (e) *Educator* – An individual who holds a Pennsylvania public school instructional, educational specialist, or administrative certification or letter of eligibility.
- (f) *Hearing officer* – A person designated by the Secretary to act on his behalf at an Act 48 appeal hearing.
- (g) *Office of Chief Counsel* – The legal office of the Department.

- (h) *School Code* – The Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702).
- (i) *Secretary* – The Secretary of Education of the Commonwealth.

3. Notices of Inactive Certification.

- (a) Beginning in June 2006, educators who have not satisfied their Act 48 continuing education requirements by their compliance deadline will be mailed a “Notice of Inactive Certification” as well as Form PDE 338 R-4 (Request for Appeal: Act 48). The Notice of Inactive Certification and Form PDE 338 R-4 will be mailed to the educator’s last known address and will be dated as of the date of mailing. The Notice of Inactive Certification will specify that the educator’s certificate will be rendered inactive as of the expiration of the period during which the educator may request an appeal.
- (b) The Notice of Inactive Certification, as well as a link to Form PDE 338 R-4, will also be posted on the Department’s website so they can be accessed by those educators for whom the Department has no current or accurate address on file.

4. Requests for appeal.

- (a) Requests for appeal under Section 1205.2(i) of the School Code (24 P.S. § 12-1205.2(i)) must be filed with the Secretary within 30 days of the later of: (1) date of the Notice of Inactive Certification; or (2) the date on which the Department’s Act 48 Professional Education Records Management System is able to provide and receive data.
- (b) In accordance with Section 33.15 of the General Rules of Administrative Agency Law, 1 Pa. Code § 33.15, requests for appeal must include an original and two copies and must include one of the following documents:
 - (1) A completed and signed Form PDE 338 R-4; or
 - (2) A signed letter or pleading containing the following information:
 - a. The educator’s name
 - b. The educator’s current mailing address
 - c. The educator’s former name(s), if any
 - d. The educator’s social security number
 - e. The educator’s date of birth
 - f. The educator’s sex
 - g. The educator’s home telephone number
 - h. The educator’s daytime telephone number

- i. The reason for the appeal
 - j. A statement certifying that the information included in the request for appeal is correct and true and acknowledging that the falsification of any statement or document may result in the revocation of the educator's teaching certificate
- (c) In addition to Form PDE 338 R-4 or a letter or pleading containing the information set forth in subsection (b)(2), above, a request for appeal must include three copies of each of the following documents:
 - (1) Notice of Inactive Certification
 - (2) Teaching certificate
 - (3) Brief statement explaining the reason for the appeal
 - (4) Any other necessary documentation that supports the appeal
- (d) Requests for appeal and supporting documents must be mailed or delivered to the Department at the following address: Pennsylvania Department of Education, Division of Professional Development, Attn: Act 48 Appeals, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333.

5. Processing of requests for appeal.

- (a) The Division, as the representative of the Secretary for the sole purpose of ensuring an efficient process, will open each request for appeal upon receipt, will date stamp each request as received by the Secretary's Office, and will review each request for timeliness, compliance with Act 48, completeness, and grounds for appeal.
- (b) Any request for appeal that is received later than the due date set forth in Section 4(a) above will be rejected by the Division and returned to the educator with a letter stating that the appeal has been rejected because it is untimely.
- (c) Where the Division, upon its initial review of the request for appeal, determines that the educator has in fact satisfied his or her Act 48 requirements, the Division will send the educator a letter stating that: (1) the appeal has been dismissed because the educator has met his or her Act 48 requirements; and (2) the educator's teaching certificate is active.
- (d) The Division may return to an educator a request for appeal that is incomplete and thereby unable to be processed. The 30-day appeal period will be tolled upon the Department's receipt of an incomplete request, and the remainder of the appeal period will begin to run again two days after the date on which the request is mailed back to the educator. With the

exception of this tolling provision, the return of a request for appeal that is incomplete and unable to be processed will not extend the 30-day appeal period unless there is an unreasonable delay on the part of the Division.

- (e) The Division will respond to inquiries that are labeled or otherwise described as requests for appeal but do not allege grounds for appeal (e.g., requests for a name or address correction or other inquiry).
- (f) The Division will forward two copies of all accepted requests for appeal, as well as supporting documentation, to the Office of Chief Counsel.
- (g) Acceptance of a request for appeal by the Division will stay the educator's Notice of Inactive Certification and will permit the educator to continue his or her employment as a professional educator until the appeal is resolved.

6. Answers to requests for appeal.

- (a) Upon receipt of the request for appeal and supporting documentation, the Office of Chief Counsel will docket the appeal and assign an attorney to represent the Division.
- (b) Within 30 days of the Department's receipt of the educator's request for appeal, the assigned Office of Chief Counsel attorney, on behalf of the Division, will file with the Secretary one original letter answering the request for appeal.
- (c) The Office of Chief Counsel attorney representing the Division will provide one copy of the answer to the educator and one copy of the answer to the Department's docketing clerk.
- (d) In the event that a hearing officer is assigned prior to the filing of the Division's answer, the original answer will be filed with the hearing officer in lieu of filing with the Secretary.

7. Duties of hearing officers.

- (a) After the hearing officer is appointed and receives the educator's request for appeal and the answer filed on behalf of the Division, the hearing officer will establish a procedural schedule, including, as appropriate, a prehearing conference, a hearing date, and briefing dates.
- (b) After briefs are filed, the hearing officer will issue a Proposed Report ordering that the educator's certificate either: (1) be returned to active status; or (2) remain on inactive status until the educator satisfies his or her Act 48 continuing professional education requirements. The hearing

officer will provide one copy of the Proposed Report to each of the following: the Secretary; the educator; and the assigned Office of Chief Counsel attorney.

8. Exceptions.

- (a) Either party may file with the Secretary a Brief on Exceptions within 30 days of issuance of the Proposed Report. Such party must file with the Secretary one original Brief on Exceptions and provide one copy of the Brief on Exceptions to each of the following: the docketing clerk; the opposing party; and the Office of Chief Counsel attorney representing the Division.
- (b) If a Brief on Exceptions is filed, the opposing party may file with the Secretary a Brief Opposing Exceptions within 20 days after service of the Brief on Exceptions. Such party will file with the Secretary one original Brief Opposing Exceptions and provide one copy of the Brief Opposing Exceptions to each of the following: the docketing clerk; the opposing party; and the Office of Chief Counsel attorney representing the Division.

9. Final determination.

- (a) The decision will become the final adjudication of the Department upon the occurrence of either of the following:
 - (1) The expiration of the 30-day exceptions period with no Brief on Exceptions having been filed; or
 - (2) If a Brief on Exceptions has been filed, the Secretary's issuance of an Opinion and Order adopting or rejecting the Proposed Report.
- (b) The Secretary will provide written notice of the Department's final determination to the docketing clerk, the educator, and the Office of Chief Counsel attorney representing the Division.

FACULTY DATA SHEET

PDE-5007 (1/00)

Instructions: Complete a separate data sheet for each instructor who participates in more than 20% of the class hours. Return completed forms according to instructions found in Section IV of the Act 48 Approved Provider Guidelines to the Department of Education, Division of Professional Education and Planning, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333.

INSTRUCTOR'S NAME

PROFESSIONAL TITLE

FULL TIME EMPLOYER

AREA CODE & TELEPHONE No.

ADDRESS (STREET, CITY, STATE, ZIP)

E-MAIL ADDRESS

PART TIME EMPLOYER

DEGREE

DATE RECEIVED

INSTITUTION

FIELD OF STUDY

☐ BACHELOR'S☐ MASTER'S☐ DOCTORAL
☐ OTHER DEGREES
(SPECIFY)

TEACHING EXPERIENCE (Years at each level including current position):

HIGHER EDUCATION

YEARS

SECONDARY EDUCATION

YEARS

ELEMENTARY EDUCATION

YEARS

COLLEGES AND YEARS WHERE INSTRUCTOR HAS TAUGHT

SCHOOLS AND YEARS WHERE INSTRUCTOR HAS TAUGHT

RECENT EXPERIENCES RELATED TO THIS COURSE PROPOSAL

TITLE OF THIS CONTINUING PROFESSIONAL EDUCATION COURSE

SIGNATURE

DATE

No. 1999-48

AN ACT

HB 8

Amending the act of March 10, 1949 (p.1.30, 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 employees. [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 employees. 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 employees, 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 employees 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 employee's school district, joint school district, intermediate unit or area vocational-technical school. A professional employee 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 employees who have received their initial Pennsylvania teaching or administrative certification on or after June 1, 1987, and the professional development activities in which these employees 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 cost-effective 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 employee 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 employee. 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 employee 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 employee'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.