

**Journey to Learn**  
**PDE Guidelines for Act 48 Credit**  
for designing workshops/sessions

**Approved professional development workshops/sessions for classroom teachers, school counselors, and education specialists should meet at least one of the following criteria:**

- Enhance the educator’s content knowledge in the area of the educator’s certification or assignment
- Increase the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students
- Provide educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making
- Empower educators to work effectively with parents and community partners

**The following are examples of acceptable workshops/sessions in Early Childhood, Elementary and Secondary Educators (including Special Education):**

**Content Area (Teachers and Administration):**

- Building knowledge of literacy, mathematics, science-specific and social studies 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)

**Teaching Practices (Teachers and Administration):**

- Training in assessing students and analyzing student data to implement effective change in instruction
- Acquiring technology skills and designing strategies to integrate technology into the instructional setting
- Improving one’s understanding of the academic, social, emotional and physical needs of the individual learner
- Sharing knowledge and skills in how to involve families and other stakeholders in the educational process
- Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas

**Social and Emotional Needs for Academic Achievement (Teachers, Administration and Counselors) :**

- Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society
- Training that builds capacity to collaborate with teams of teachers, school leadership and parents
- Training that deals with special needs like homelessness, adolescent depression, etc.
- Career development programs: planning, organization, implementation, administration and evaluation

**Demonstrating Needs of the Students and Families (Educational Specialists, Teachers and Administration):**

- Identifying the health and social service needs and assets of students, families, schools and communities by using various types of data
- Training to acquire health risk reduction and prevention strategies
- Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)

**Avoid workshops/sessions that focus on:**

- Programs for personal growth or an alternative career
- Personal leisure activities, hobbies or stress relief / relaxation techniques that are not intended for student participation
- Repeat of awareness-level introductory courses, e.g., Introduction to Computers
- Subjects not applicable to student achievement
- Union related bargaining behavior studies
- Tours of school buildings unless it relates to a specific content area, e.g., Architecture or Building Construction

For more information on Act 48 Guidelines,  
please see the PDE website at [www.pde.state.pa.us](http://www.pde.state.pa.us)