

Regulatory Analysis Form

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(1) Agency

Department of Education

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REVIEW COMMISSION

(2) I.D. Number (Governor's Office Use)

006-264

IRRC Number: 2039

(3) Short Title

General Standards and Procedures for Institutional Preparation of Professional Educators

(4) PA Code Cite

22 PA Code, Chapter 354

(5) Agency Contacts & Telephone Numbers

Primary Contact: George L. Shevlin (783-5041)

Secondary Contact: Ronald J. Simanovich (783-9252)

(6) Type of Rulemaking (Check One)

- Proposed Rulemaking
 Final Order Adopting Regulation
 Final Order, Proposed Rulemaking Omitted

(7) Is a 120-Day Emergency Certification Attached?

- No
 Yes: By the Attorney General
 Yes: By the Governor

(8) Briefly explain the regulation in clear and nontechnical language.

The Pennsylvania State Board of Education delegated to the Secretary of Education the task of developing program standards for the preparation of professional educators for the public schools in Pennsylvania. The task is two-fold; to develop and implement standards and the accompanying procedures used to evaluate certification programs for compliance, and to approve certification programs based upon these evaluations.

(9) State the statutory authority for the regulation and any relevant state or federal court decisions.

These standards are pursuant to authority, delegated to the Department, by the State Board of Education at 22 Pa Code, Chapter 49, Section 49.13(a). The Board's authority to promulgate Chapter 49 is found in Article XII and Sections 1109, 1141, 2603-B and 2604-B of the Public School Code of 1949 (Code), as amended, (24P.S. §§ 11-1109, 11-1141, 12-1201-12-1214, 26-2603-B and 26-2604-B)

Regulatory Analysis Form

(10) Is the regulation mandated by any federal or state law or court order, or federal regulation? If yes, cite the specific law, case or regulation, and any deadlines for action.

No.

(11) Explain the compelling public interest that justifies the regulation. What is the problem it addresses?

The General Standards allow for the development and strengthening of professional educator preparation programs to meet changing societal needs as well as incorporate the most current and best philosophical and methodological thinking. Also included in these General Standards are rigorous entry requirements for individuals entering professional educator preparation programs.

(12) State the public health, safety, environmental or general welfare risks associated with non-regulation.

Without these standards, the educational environment within the public schools across the Commonwealth could be placed at risk. Potentially, there would be no enforceable educational standards or guidelines, which would determine what qualifications individuals who would teach or serve the youth of Pennsylvania, must have.

(13) Describe who will benefit from the regulation. (Quantify the benefits as completely as possible and approximate the number of people who will benefit.)

Over 1.7 million school-age children are currently enrolled in the public school system in Pennsylvania. Every professional educator/administrator involved in any manner in the public schools must be certified in their area of expertise and in accordance with law. In addition, many professional educators presently working in the nonpublic schools (private and parochial) also hold Pennsylvania public school certification.

Regulatory Analysis Form

(14) Describe who will be adversely affected by the regulation. (Quantify the adverse effect as completely as possible and approximate the number of people who will be adversely affected.)

No adverse affects are foreseen by having a regulatory system in place that sets forth clear, strong standards for institutional programs that prepare professional educators.

(15) List the persons, groups or entities that will be required to comply with the regulation. (Approximate the number of people who will be required to comply.)

All persons who pursue initial professional educator certification each year (approximately 21,000 persons) and all professional education personnel at the 89 colleges and universities which prepare professional educators in Pennsylvania will be required to comply.

(16) Describe the communications with and inputs from the public in the development and drafting of the regulation. List the persons and/or groups who where involved, if applicable.

The initial draft of the standards was formulated by a panel of professional educators representing school district administrators, teacher educators, and teachers. The proposed General Standards were published in the Pennsylvania Bulletin with an invitation to interested persons to submit written comments, suggestions or objections regarding the proposed standards.

The Department held public hearings on the standards and offered opportunities for interested persons to submit written comments and suggestions regarding the proposed standards. Testimony by written request was also offered. Interested groups included: professional education organizations; Pennsylvania State Education Association, Pennsylvania School Boards Association, Pennsylvania Association of Colleges of Teacher Education; representatives from various Pennsylvania colleges and universities; representatives from various public school entities, and interested citizens and educators.

(17) Provide a specific estimate of the cost and/or savings to the regulated community associated with compliance, including any legal, accounting or consulting procedures which may be required.

Cost to the individual preparing for or holding professional educator license/certification:

Current costs associated with completion of academic requirements: ranging from \$40,000 to \$100,000 for a baccalaureate degree (unless under scholarship or financial aid) are expected to remain the same.

Regulatory Analysis Form

(18) Provide a specific estimate of the cost and/or savings to local governments associated with compliance, including any legal, accounting or consulting procedures which may be required.

All costs are borne by institutions of higher education which offer professional educator certification programs—these costs would be inherent in the restructuring of programs to be in compliance with new standards. There are no costs and/or savings to any local governmental authority.

(19) Provide a specific estimate of the cost and/or savings to state government associated with the implementation of the regulation, including any legal, accounting or consulting procedures which may be required.

The costs to state government would be related to the following: The development of new standards handbooks; training and evaluation manuals and guides; training sessions and workshops for evaluators, chairpersons and professional education faculty from institutions who will prepare self-studies for accreditation. These expenditures will be Department of Education monies, with an approximate cost in the neighborhood of \$30,000 to \$50, 000, spread over three years.

Regulatory Analysis Form

(20) In the table below, provide an estimate of the fiscal savings and cost associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	Current FY Year	FY +1 Year	FY +2 Year	FY +3 Year	FY +4 Year	FY +5 Year
SAVINGS:	\$	\$	\$	\$	\$	\$
Regulated Community	0	0	0	0	0	0
Local Government	0	0	0	0	0	0
State Governments	0	0	0	0	0	0
Total Savings	0	0	0	0	0	0
COSTS:						
Regulated Community						
Local Government						
State Governments						
Total Cost						
REVENUE LOSSES:						
Regulated Community	0	0	0	0	0	0
Local Government	0	0	0	0	0	0
State Governments	0	15,000	15,000	15,000	0	0
Total Revenue Losses	0	0	0	0	0	0

(20a) Explain how the cost estimates listed above were derived.

The money would be spent to develop, produce and mail training manuals and guidelines regarding new standards. Money would also be expended to conduct workshops to train chairpersons and evaluators as well as preparing institution faculty who would develop institutional self-studies using new standards.

Regulatory Analysis Form

(20b) Provide the past three-year expenditure history for programs affected by the regulation.

Program	FY-3	FY-2	FY-1	Current FY
Program Approval	229,000	362,000	257,000	200,000

(21) Using the cost-benefit information provided above, explain how the benefits of the regulation outweigh the adverse effects and cost.

The primary benefit is predicated in the efforts to periodically evaluate and upgrade those programs that institutions use to prepare professional educators to serve in the public schools. The regulations are not expected to have an adverse effect. This is an opportunity to improve professional educator preparation programs, which will benefit the students, the schools and the taxpayer. The annual costs associated with the standards will be comparable to the current program expenditures.

(22) Describe the nonregulatory alternative considered and the cost associated with those alternatives. Provide the reasons for their dismissal.

The State Board of Education and the Department share the opinion that the standards must be regulatory in nature to be enforceable as law.

(23) Describe alternative regulatory schemes considered and the cost associated with those schemes. Provide the reasons for their dismissal.

See response to (22). No alternative regulatory schemes were considered.

Regulatory Analysis Form

(24) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulations.

No. Since each state has its own set of professional educator certification standards, there are no federal standards to be met. There is no national certification.

(25) How does the regulation compare with those of other states? Will the regulation put Pennsylvania at a competitive disadvantage with other states?

All other states require the certification of professional educators in general, and also include standards and testing. Pennsylvania has reciprocal agreements with 40 states and is considered to have very comprehensive General and Specific Standards in all academic areas where certificates are awarded.

(26) Will the regulation affect existing or proposed regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.

The standards will not affect existing or proposed regulations of the promulgating agency or other state agencies. While Chapter 49 is not directly affected by these proposed standards, it is related.

(27) Will any public hearings or informational meetings be scheduled? Please provide the dates, times, and locations, if available.

Public meetings were held in accordance with the schedule published in the PA Bulletin. The hearings occurred in the Harrisburg, Allentown and Indiana areas from 9:00 a.m. to 5:00 p.m. follows:

July 14, 1999	Department of Education Heritage Room A 333 Market Street Harrisburg, PA 17126-0333
July 20, 1999	Carbon-Lehigh Intermediate Unit 21 Meeting Room 4750 Orchard Road Schnecksville, PA 18078-2597
July 27, 1999	Arin Intermediate Unite Meeting Room 2895 Route 422 West Indiana, PA 15701-8300

Regulatory Analysis Form

(28) Will the regulation change existing reporting, record keeping, or other paperwork requirements? Describe the changes and attach copies of forms or reports which will be required as a result of implementation, if available.

The changes in the existing paperwork will be reflected in the rewriting of the standards, handbooks and manuals presently being used. The addition of a more objective program approval based on these standards will require the development of a reporting format to be used by program approval site review teams.

(29) Please list any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, elderly, small businesses, and farmers.

Many special provisions are developed by the individual institutions which offer professional educator training programs. These might include areas such as special needs students, AIDS education, and special studies relating to inner city children as well as rural educational concerns.

(30) What is the anticipated effective date of the regulation; the date by which compliance with the regulation will be required; and the date by which any required permits, licenses or other approvals must be obtained?

The effective date of the standards will be upon publication as Final Rule Making in the Pennsylvania Bulletin. Professional educator preparing institutions will be given time to adjust their programs to come into compliance with the new standards.

(31) Provide the schedule for continual review of the regulation.

The effectiveness of Chapter 49 is reviewed by the State every 10 years (under 49.51). The Standards will be reviewed concurrently with the decennial review of Chapter 49.

**FACE SHEET
FOR FILING DOCUMENTS
WITH THE LEGISLATIVE REFERENCE BUREAU
(Pursuant to Commonwealth Documents Law)**

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2039

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<p>Copy below is hereby approved as to form and legality. Attorney General</p> <p>BY: _____ (DEPUTY ATTORNEY GENERAL)</p> <p>_____ DATE OF APPROVAL</p> <p><input type="checkbox"/> Check if applicable Copy not approved. Objections attached.</p>	<p>Copy below is hereby certified to be a true and correct copy of a document issued, prescribed or promulgated by:</p> <p align="center">Department of Education _____ (AGENCY) 6-264</p> <p>DOCUMENT/FISCAL NOTE NO. _____ May 24, 2000</p> <p>DATE OF ADOPTION: _____</p> <p>BY: <u>Eugene A. Hinkel</u> _____ Secretary of Education</p> <p>TITLE: _____ (EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)</p>	<p>Copy below is hereby approved as to form and legality. Executive or Independent Agencies.</p> <p>BY: <u>Mary E Dunlop</u> _____ 6/5/00 _____ DATE OF APPROVAL</p> <p>(Deputy General Counsel) (Chief Counsel, Independent Agency) (Strike inapplicable title)</p> <p><input type="checkbox"/> Check if applicable. No Attorney General approval or objection within 30 days after submission.</p>
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Final-Form
Department of Education
Title 22 - Education
Chapter 354
General Standards and Procedures for
Institutional Preparation of Professional Educators

DEPARTMENT OF EDUCATION
[22 PA. CODE CHAPTER 354]

Preamble

Institutional Preparation of Professional Educators

The Department of Education (Department) amends Title 22 of the Pennsylvania Code by adding Chapter 354 (relating to preparation of professional educators) under authority delegated to the Department by the State Board of Education (State Board) in § 49.13(a) (relating to policies). The Board's authority to promulgate Chapter 49 (relating to certification of professional personnel) is found in Article XII and sections 1109, 1141, 1201--1214, 2603-B and 2604-B of the Public School Code of 1949 (Code) (24 P.S. §§ 11-1109, 11-1141, 12-1201--12-1214, 26-2603-B and 26-2604-B). Pursuant to section 2606-B of the Code (24 P.S. §26-2606-B), the State Board on May 11, 2000 approved the regulations in final-form.

Notice of proposed rule making was published at 29 Pa. B. 3363 (July 3, 1999) with an invitation to submit written comments within 30 days.

Purpose and Requirements

The final-form of Chapter 354 sets forth the basic rules for institutions (colleges and universities) that prepare professional educators in this Commonwealth. The final-form regulations are necessary to strengthen the preparation of professional educators who will serve in the public schools of this Commonwealth. It is in the interest of this Commonwealth's public schools that institutions preparing professional educators maintain the highest standards of academic excellence. Accordingly, to be authorized to conduct professional educator preparation programs in this Commonwealth, institutions and their off-campus centers must meet the requirements in this final-form regulation.

Comments and Responses

The Department, during the formal public comment period, received comments from 47 individuals and organizations. The Department conducted three days of hearings during which 15 individuals, representing various teacher preparation constituencies and private citizens, presented testimony. Written comments from 32 individuals were added to this testimony and forwarded to the House and Senate Education Committees and the Independent Regulatory Review Commission (IRRC). Each of these organizations submitted comments to the Department for review. These comments were also shared with the State Board.

Support for implementation of the proposed regulations came primarily from the higher education academic community; those not in support were primarily from the teacher education community and college career and guidance personnel. Supporters of the proposed regulations rested their arguments in three areas: 1) the requirement for a major in the content area; 2) the

requirement of a 3.0 GPA; and 3) general support for the entire concept of more rigorous entry and exit requirements. Many of the supporters offered suggestions for improvement and clarification of a number of key elements.

In general, opposition came from the teacher preparation community, which disagreed with several key elements. Opposition also came from the college career and guidance personnel who oppose the 3.0 GPA requirement. Comments from both of these groups offered alternative criteria for entry into and exit from professional educator programs, as well as ways to improve other key elements.

Members of the House and Senate Education Committees offered several suggestions to improve the clarity, continuity, and alignment of the document with Chapter 49, *Certification of Professional Personnel*. The IRRC presented many suggestions to improve the clarity and reasonableness of the document. The IRRC also recommended clarification regarding statutory authority of the Department to promulgate the regulations. The Department's authority is derived from delegated authority of the State Board, which derives its power principally from sections 2603-B(a) and 2604-B(c) of the Code (24 P.S. §26-2603-B(a) & 26-2604-B(c)).

Since there are similarities between Chapter 354 and Chapter 49, additional concern was raised by the House and Senate Education Committees, public commentators, and IRRC, regarding the need to make cross references between the two chapters. There was concern that including the standards for professional educator certification categories that appear in Chapter 49 might be more appropriate for inclusion in the proposed regulation. Chapter 354, however, is a regulatory document for the design and structure of professional educator preparation programs that will provide the pedagogical studies and experiences necessary to enable an individual to meet the certification requirements of Chapter 49. For example, the 3.0 GPA entry requirement of the new chapter is a program requirement and not a certification requirement. Furthermore, in instances where there are similarities, cross-reference citations to Chapter 49 are included in Chapter 354. The program specific guidelines also supplement the pedagogical design of preparation programs.

Definitions. The IRRC pointed out the inconsistent use of the terms "candidate" and "applicant". Careful attention was paid to the consistent usage of these terms throughout the document. For the sake of clarity, the term "applicant" was added to the list of definitions in §354.1. Additionally, two other terms were deleted in accordance with IRRC and House Education Committee recommendations. They were "educational institutions" and "unit". Both terms were deleted from §354.1 and replaced by the terms "school entity" and "preparing institution", respectfully, since both of these terms are already defined in the Code.

Both the House Education Committee and IRRC were also concerned with the term "Department-defined competencies". These competencies were not defined in the regulation. This term was replaced with the term "program specific guidelines", which was also added to the definitions in §354.1. The term "general standards" was removed from §354.1 and included as a specific reference in §354.11(2) (relating to minimum requirements for approval).

Purpose. In §354.2 (relating to the purpose) the IRRC recommended removing language that contained general concepts and undefined standards such as, “proven record of high academic achievement” and “shall maintain the highest standards of academic excellence”. The IRRC recommended including language stating that Chapter 354 establishes the standards and procedures for Department-approved institutional programs that prepare professional educators.

Program Approval. Based on recommendations from the House Education Committee and the IRRC, citations were added, for purposes of clarity, in §354.11 (relating to minimal requirements for approval) and §354.12 (relating to program approval) to cross-reference the chapter and sections of the Department’s regulations that outline the program approval process.

Standards. Public comment from the teacher education community suggested the addition of a fourth standard to §354.13 (relating to standards). The fourth standard was “Professional Performances”. This standard was tied to standards in various sections of Chapter 49. The Department, in the process of revising the proposed Chapter 354, included citations to reference the Chapter 49 standards. Coupled with the fact that the program specific guidelines developed by the Department contain performance indicators to be used in conjunction with this chapter, the fourth standard (Professional Performances) was not added. However, at the recommendation of the Senate Education Committee, the principles enumerated in various sections of Chapter 49 were inserted in §354.33 (relating to professional competency).

Field Experiences. For purposes of clarity the IRRC recommended deletion of §354.22 (relating to field experience) because the topic was covered in the later sections, §§354.26(d)(1) through (d)(3) of the proposed regulation. The Department deleted §354.22 (relating to field experience) and amended §354.26 by renumbering it as §354.25 (preparation program curriculum) and adding additional language for the evaluation of a candidate’s field experiences and for purposes of clarity and continuity.

Preparing Institution Reporting. The IRRC and several public commentators addressed the annual and biennial report requirements and recommended that the Department re-visit this section for purposes of clarity and specificity. The Department amended this section based on these comments. The language in this section requiring an annual report is now aligned with Federal reporting requirements as found in the Higher Education Amendments of 1998, known as HEA Title II and as defined in 20 U.S.C. §1027(f)(1)(A) and (B). The biennial report was modified to reflect consistency in the required data to be collected and will serve as an indicator of effective programs in the program review process.

Academic Preparation (General Studies). There was general support for this section from both the House and Senate Education Committees, teacher education constituencies, and the general public. However, the IRRC and the House Education Committee recommended that undefined terms such as “studies in” and “experiences in” be removed or clearly defined in §354.1 (relating to definitions). The Department amended the language for clarity by removing references to “studies in” and “experiences”. Additionally, the title of this section was changed to “Academic

Preparation” to better reflect its intent.

Academic Performance Competence) Public comment was received on the academic competence requirements stipulated in §354.24 (relating to academic performance)(renumbered from §354.25). This section outlines the requirements placed on professional educator candidates regarding academic competence in the discipline that candidates plan to teach or educational areas in which the candidate intends to serve. This section was amended by deleting §354.24(a)(1). The amended section now defines the overall minimum grade point average (GPA) which candidates shall maintain. A new paragraph (4) was added to §354.24 to reflect the requirements found in §49.91 (relating to intern certificates). Additional language was added for clarification in terms of defining initial preparation programs and clearly referencing certificate areas and categories.

Preparation Program Curriculum. Section 354.25 (relating to preparation program curriculum) requires the professional educator program to be efficient, avoid duplication or repetition of coursework and to enable candidates to integrate general and academic studies with professional and pedagogical knowledge. Section 354.25(a)(4) requires that the professional educator program be designed to be completed within four years. Most of the opposition to this section was based on the fact that many college students change their majors at least twice during their college career and therefore completing a teacher education program in four academic years is difficult. Additional comments noted that in the design of such a program less emphasis would need to be placed on pedagogy and that this was not a practical approach because there are many new challenges, involving such areas as special education students, use of new instructional technologies, and new cognitive science and learning theories, that need to be part of the professional education curriculum.

The Senate Education Committee recommended that §354.25 (relating to preparation program curriculum) be broadened to include more emphasis on pedagogical studies. Although the language of this section is general with regard to pedagogical studies, the program specific guidelines supplement the language of this section and provide specific pedagogical studies that are unique to each certificate area. The language in §354.25(c)(2) links preparation program curriculum to the program specific guidelines and Chapter 4 (relating to academic standards and assessments). The Department addressed Senate Education Committee recommendations by adding citations referencing §354.32 (relating to monitoring and assessment) and §354.33 (relating to professional competencies). In essence, the language in §354.33 drives much of the preparation program curriculum. The Senate Education Committee’s concern about inconsistent standards is addressed by references to the program specific guidelines, Chapter 4 and Chapter 49.

Several new paragraphs were added to §354.25(a). Paragraph (5) was added to emphasize the requirement for efficient program design at the advanced degree initial preparation program level. A new paragraph (6) was added to ensure compliance with Chapter 49 requirements for intern programs and certificate validity. A more complete reference to technology was accomplished by the addition of §§354.25(b)(1) and (2). This subsection now requires that

program design include emerging technologies.

Based on public comment, primarily from the teacher education community, §354.26(d)(1)(as numbered in the proposed rulemaking but renumbered as §354.25 in final-form) was deleted and replaced by §§354.25(d) and 354.25(e). The language in these two sections defines field experiences and establishes standards for the evaluation of a candidate's field experiences. A new subsection §354.25(f) was added to provide clear standards for the student teaching experience.

Collaborative Programs Aside from changes made for purposes of clarity and consistency, and renumbering from §354.27, §354.26 (relating to collaborative programs) was only slightly amended. At the recommendation of the State Board, language was added to §§354.26(b) and (d) to include nonpublic schools among the school entities with which a preparing institution may develop collaborative programs.

Admissions. There were recommendations from the teacher education community, the public, and the Senate Education Committee to remove the 3.0 GPA admissions requirement from §354.31(4). Two rationales for this recommendation surfaced. The first rationale is based on the difficulty that some beginning college freshmen encounter in adjusting to college life. Essentially, many commentators expressed concern that one "bad" semester would make it extremely difficult to attain a 3.0 GPA by the end of 48 credit hours and subsequently result in a declining number of capable students entering the teaching profession. Most of the public commentators espousing this position also noted that no other profession has such a stringent entry requirement at the undergraduate level.

Additionally, the Senate Education Committee and commentators from the teacher education community voiced strong concern over the exclusion of professional educator course work in the computation of the entry GPA. Commentators felt that such a regulation was an insult to the integrity of schools of teacher education. Furthermore, many of these commentators supported a 3.0 GPA requirement as an "exit" criteria rather than an entry requirement on the premise that it was their responsibility, as educators, to bring individuals up to that standard. Legislative comments regarding this issue were centered on the fact that this concept de-values the importance of pedagogy and that "academic competence" should be re-defined to include pedagogical studies.

In contrast to the opposition to the 3.0 GPA requirement, most of these commentators supported the Bachelor of Science or Bachelor of Arts requirement on the basis that academic competency in the content area is very important. Additionally, several of these commentators expressed concern about grade inflation in schools of education.

Therefore, the final form of §354.31 (relating to admission) was amended, based on public comment and Senate Education Committee recommendations, by deleting the 3.0 GPA requirement to be exclusive of professional educator courses and modifying the language to read as an "overall" 3.0 GPA. Section 354.31(5) was added to permit the use of less than an overall

3.0 GPA academic record with a strong applicant performance on either the Scholastic Achievement Test (SAT) or the American College Testing Service test (ACT) as alternative entry vehicles.

A new paragraph (8) was added to §354.31 to provide a mechanism for recognizing strong professional educator preparation programs. Essentially, this paragraph allows the preparing institution to determine the GPA entry requirement (with Department approval) if the institutional pass rate on the professional knowledge and content assessments is 90% or higher. Section 354.31(7) was amended to require preparing institutions to determine the criteria for the admission of applicants under the 10% rule. The 10% rule permits an institution to accept up to 10% of the applicants for admission who do not meet the 3.0 GPA requirement.

Monitoring and Assessment. Section 354.32 (relating to monitoring and assessment) creates a systematic monitoring requirement based on performance assessment to measure competencies in several skills. This section was amended for purposes of clarity and consistency as recommended by the IRRC. In §354.32(a)(1), several skill dimensions were deleted. Specifically, §354.32(a)(1)(xi) through (xiv) were deleted because of the difficulty of measuring these attributes. Two new skill dimensions were added to the list. They are professional standards and practice (subparagraph (xi)) and mastery of instructional technology (subparagraph (xii)).

Professional Competency. Section §354.33 (relating to professional competency) requires development of a procedure to confirm a candidate's competence prior to recommendation for professional educator certification. Several changes for clarity and consistency were made throughout this section. The most significant amendment was made to §354.33(1), which was modified to include the language of the learning principles for each certificate category from Chapter 49. This language replaced the citations from Chapter 49 related to the learning principles associated with each certificate category. Section 354.33(4) (as proposed) was deleted and replaced by §354.33(5). The new paragraph defines the exit GPA as an overall GPA as opposed to considering separate 3.0 GPAs in the academic content area as well as professional educator courses.

A new paragraph (6) was added to §354.33 for purposes of defining alternative exit options tied to a 2.8 GPA and performance on the content area assessment of one standard error of measure above the qualifying score. A new paragraph (8) was added to §354.33 for purposes of adjusting program exit requirements to reflect professional educator supply and demand. Based on data provided by the Department, the Secretary (with State Board approval) may adjust the exit requirements for those certificate areas and/or categories where a shortage of professional educators exists.

Faculty. Section 354.41 (relating to faculty quality) requires that faculty be teacher scholars and that the preparing institution establish a comprehensive plan to confirm activities to enhance and assess the intellectual vitality of the faculty. Two new subsections were added to the section. Subsection (d) requires that the preparing institution provide evidence of faculty competence in

the use of technology. Subsection (e) requires that the preparing institution provide evidence of collaboration among academic, general, and education faculty in the planning and design of all facets of the professional educator curriculum.

Editing and correcting

Various drafting errors and changes recommended for clarity and consistency suggested by public commentators, members of the House and Senate Educations Committees, the IRRC and by the State Board were made in the final form regulations.

Affected Parties

Persons who intend to pursue initial professional educator certification and teacher education personnel at the 89 colleges and universities which prepare teachers in this Commonwealth will be required to comply with the final form of this chapter. Additionally, a college or university which has an approved teacher education program or seeks to offer an approved program will be required to comply with the final form of this chapter.

Cost and Paperwork Estimates

Cost to the individual preparing for or holding educator license/certification:

Costs for the completion of academic requirements: ranging from \$40,000 to \$100,000 for a Baccalaureate Degree currently exist (unless under scholarship or financial aid).

Costs borne by institutions of higher education offering professional educator preparation programs are inherent in the restructuring of programs in order to be in compliance with the new standards.

There are no costs or savings, or both, to any local governmental authority.

The costs to State government will be related to the following: The development of new standards handbooks; training and evaluation manuals and guides; training sessions and workshops for evaluators, chairpersons and proposal writers from institutions preparing self-studies for accreditation. These expenditures will be from Department general operating funds, with an approximate cost of \$30,000 to \$50,000, spread over 3 years. Costs to maintain the program approval process will be comparable to already existing costs which have been approximately \$300,000 per year.

Effective Date

The final regulations will take effect upon publication as final rulemaking in the *Pennsylvania Bulletin*. An implementation schedule will be established to allow time for

preparing institutions to adjust their programs to come into compliance.

Sunset Date

The effectiveness of Chapter 49 is reviewed by the State Board every 10 years. The proposed regulations will be reviewed concurrently with the decennial review of Chapter 49. Thus, no sunset date is necessary.

Regulatory Review

Under section 5(a) of the Regulatory Review Act (71 P.S. § 745.5(a)) on June 23, 1999, the Department submitted a copy of the notice of proposed rulemaking at 29 Pa. B. 3363 to the Independent Regulatory Review Commission (IRRC) and to the Chairpersons of the House and Senate Committees on Education. In compliance with section 5(b.1) of the Regulatory Review Act, the Department also provided IRRC and the Committees with copies of the comments received as well as other documentation. In addition to submitting the final regulations, the Department has provided IRRC and the Committees with a copy of a detailed Regulatory Analysis Form prepared in compliance with Executive Order 1996-1, "Regulatory Review and Promulgation." A copy of these materials is available to the public upon request.

In preparing these final form regulations, the Department has considered the comments received from the IRRC, the Committees, and the public.

These final-form regulations were approved by the House Education Committee on Month day, year, the Senate Education Committee on Month day, year, and were approved by IRRC on Month day, year, in accordance with section 5(c) of the Regulatory Review Act.

Contact Person

The official responsible for information on these final-form regulations is George L. Shevlin, Acting Deputy Secretary for Postsecondary and Higher Education, 333 Market Street, Harrisburg, PA 17126-0333, (717) 787-5041 or TDD (717) 772-2864.

Findings

The Department finds that:

- (1) Public notice of the intention to adopt these final-form regulations was given under sections 201 and 202 of the act of July 31, 1968 (P.L. 769, No 240) (45 P.S. §§ 1201 and 1202) and the regulations promulgated thereunder in 1 Pa. Code §§ 7.1 and 7.2.
- (2) A public comment period was provided as required by law and all comments were considered.

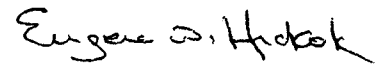
- (3) The regulations are necessary and appropriate for the administration of the Public School Code of 1949.
- (4) The regulations have been approved by the State Board of Education pursuant to §2606-B of the Public School Code of 1949 (24 P.S. §26-2606-B).

Order

The Department, acting under authorizing statute, orders that:

- (a) The regulations of the Department at 22 Pa. Code Chapter 354 is added to read as set forth in Annex A.
- (b) The Secretary will submit this order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.
- (c) The Secretary shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.
- (d) This order is effective upon final publication in the Pennsylvania Bulletin.

EUGENE W. HICKOK,



Secretary

ANNEX A
DEPARTMENT OF EDUCATION
22 Pa. Code, Chapter 354

General Standards and Procedures for Institutional Preparation of Professional Educators

§354.1 Definitions.

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

Act--The Public School Code of 1949 (24 P.S. §§ 1-101--27-2702).

ACADEMIC DISCIPLINE--A DEFINED FIELD OF FORMAL STUDY AT AN INSTITUTION OF HIGHER LEARNING.

Advanced preparation program--A program at the post-baccalaureate level for those who already have completed an initial preparation program. Candidates in advanced preparation programs ~~normally are seeking~~ PURSUE additional areas of certification or supervisorY, administrative, or educational specialist certification OR LETTER OF ELIGIBILITY.

APPLICANT--AN INDIVIDUAL SEEKING ADMISSION TO A PROGRAM FOR THE INITIAL OR ADVANCED PREPARATION OF PROFESSIONAL EDUCATORS.

Candidate--An individual ~~seeking admission to or~~ who is enrolled in a program for the initial or advanced preparation of professional educators.

Department--The Pennsylvania Department of Education of the Commonwealth.

~~**Educational institutions**—Public and private school organizations that provide instructional services including: public schools, intermediate units, vocational technical schools, colleges and universities, as well as private sectarian and nonsectarian schools, colleges and universities.~~

~~**Educational specialty**—Areas of educational expertise other than instruction including: education specialists, supervisory and administrative personnel.~~

~~**Field experiences**— Programs OFF-CAMPUS ACTIVITIES that provide prospective professional educator candidates with opportunities FOR PRACTICAL APPLICATION OF THEORETICAL CONSTRUCTS AND CONCEPTS DEVELOPED IN COURSEWORK, UNDER THE SUPERVISION AND DIRECTION OF COLLEGE FACULTY, prior to student teaching, internship, or clinical experiences ~~observe and participate in activities including~~. Such activities include: observing, tutoring, mini-teaching, lesson planning and evaluating student performance ; AND ~~which~~ may take place in a ~~laboratory setting~~, public schools OR NON-PUBLIC schools or community organizations.~~

~~**General standards**—The overall standards, contained in this Chapter that shall be met for an institution to be approved to conduct professional educator programs in the Commonwealth.~~

~~**General studies**--Coursework in the arts, ~~communications~~ LANGUAGE AND LITERATURE, history, ~~literature~~, mathematics, philosophy, THE sciences and the social sciences.~~

~~**Initial preparation program**--A program at the baccalaureate or post-baccalaureate level~~

that prepares candidates for their first certification as a professional educator.

~~*Pennsylvania Academic Standards*—Standards for Commonwealth public schools, in Chapter 4 (relating to academic standards and assessment) as established by the State Board of Education, the achievement of which demonstrates the attainment of high levels of public school student competency.~~

~~*Preparing institution*—A college or university that OFFERS A PROGRAM has been approved by the Department to conduct PREPARE professional PERSONNEL FOR EMPLOYMENT IN THE PUBLIC SCHOOLS educator preparation programs IN ACCORDANCE WITH CHAPTER 49.~~

~~*Professional educator* --Teachers, educational specialists, supervisors, and professional administrators employed in public schools in this Commonwealth. AN INDIVIDUAL WHO HOLDS PENNSYLVANIA CERTIFICATION ISSUED IN ACCORDANCE WITH CHAPTER 49.~~

~~*Professional educator courses*—Courses of study of theoretical and practical knowledge in:~~

- ~~(i) Humanistic and behavioral foundations of education, structure, function and purpose of educational institutions in our society.;~~
- ~~(ii) Methods and materials of instruction appropriate to the elementary or secondary level, or both.; AND~~
- ~~(iii) Directed practice of teaching PERFORMING in educational positions under~~

institutional supervision ~~at the level~~ IN THE CATEGORY for which a certificate is granted.

~~Specific professional~~ **PROFESSIONAL educator program standards SPECIFIC GUIDELINES**—

Department-defined competencies and course content for specific professional educator certification programs. PURSUANT TO § 49.14 (relating to approval of institutions).

STANDARD ERROR OF MEASUREMENT—THE STANDARD DEVIATION OF ERRORS OF MEASUREMENT THAT IS ASSOCIATED WITH THE TEST SCORES FOR SPECIFIED GROUP OF TEST TAKERS.

~~Unit~~—The department or other administrative unit within a preparing institution that is responsible for initial or advanced preparation of professional educators or the preparation of vocational instructional certificated personnel.

§354.2 Purpose.

~~(a) Candidates for admission to a professional educator program and for a career in public schools in this Commonwealth shall have a proven record of high academic achievement and their professional educator curriculum shall prepare them to master both the content and the teaching methodology of their discipline.~~

(a) PREPARING INSTITUTIONS SHALL HAVE PROFESSIONAL EDUCATOR PREPARATION PROGRAMS TO ENSURE THAT CANDIDATES FOR PROFESSIONAL EDUCATOR CERTIFICATION MASTER BOTH THE CONTENT AND METHODOLOGY OF THEIR DISCIPLINE AND MEET THE STANDARDS FOR ACADEMIC PERFORMANCE AS DEFINED IN §354.24 (RELATING TO ACADEMIC PERFORMANCE) AND PROFESSIONAL EDUCATOR CURRICULUM AS DEFINED IN §354.25 (RELATING TO PREPARATION PROGRAM CURRICULUM) AND THAT CANDIDATES ARE SUPPORTED IN THEIR ACHIEVEMENT OF THE LEARNING PRINCIPLES UNDER §345.33 (RELATING TO PROFESSIONAL COMPETENCY).

(b) In the interest of the students in public schools in this Commonwealth, ~~institutions of higher~~

~~education that prepare professional educators~~ PREPARING INSTITUTIONS shall maintain the highest standards of academic excellence to receive and maintain Department approval to conduct programs leading to Commonwealth public school certification.

GENERAL

§354.11 Minimum requirements for approval.

To be authorized to conduct preparation programs in this Commonwealth, ~~institutions~~ A PREPARING INSTITUTION and ANY OF ~~their~~ ITS off-campus centers ENGAGED IN THE PREPARATION OF PROFESSIONAL EDUCATORS shall meet the following requirements:

- (1) Be approved as a baccalaureate or graduate degree granting, ~~or both,~~ institution by the Department UNDER §31.52 (RELATING TO ACCREDITATION).
- (2) Be evaluated and approved by the Department to offer specific programs leading to professional educator certification ~~in accordance~~ UNDER § 49.14 (RELATING TO APPROVAL OF INSTITUTIONS), in accordance with the general standards contained in this chapter, and the ~~specific~~ professional-educator program SPECIFIC ~~standards~~ GUIDELINES established by the Department.

§354.12 ~~Approval procedures.~~ PROGRAM APPROVAL.

- ~~(a) The Department may deny or withdraw approval from preparing institutions for failure to meet the requirements outlined in §354.11 (relating to minimum requirements for approval) as defined in Section 1109 of the Act (24 P.S. §11-1109).~~
- ~~(b) Prior to approval as a preparing institution, the Department shall conduct an evaluation to ensure the requirements in this chapter are met. The Department may review approved preparation programs at any time. Regular evaluations of approved programs will be conducted at five-year intervals.~~
- ~~(c) Evaluation teams shall be appointed by the Department and consist of professional educators from basic education and appropriate personnel from institutions of higher education. Evaluation teams shall make recommendations to the Department regarding the approval or disapproval of programs.~~
- ~~(d) Preparing institutions shall apply to the Department for approval of new programs and all changes to previously approved programs. The application shall be made 90 days prior to the implementation of the planned changes. New programs and proposed changes to existing programs shall be consistent with the relevant general standards contained in this chapter and specific professional educator program standards.~~
- (a) PRIOR TO APPROVING A PREPARING INSTITUTION, THE DEPARTMENT WILL CONDUCT AN EVALUATION TO ENSURE THE REQUIREMENTS SET FORTH IN THIS CHAPTER ARE MET. THE DEPARTMENT MAY REVIEW APPROVED PREPARATION PROGRAMS AT ANY TIME. REGULAR EVALUATIONS OF APPROVED PROGRAMS WILL BE CONDUCTED AT 5-YEAR INTERVALS UNDER § 49.13 (RELATING TO POLICIES).

- (b) THE DEPARTMENT WILL APPROVE NEW PROGRAMS AND PROPOSED CHANGES TO EXISTING PROGRAMS CONSISTENT WITH § 49.14 (RELATING TO APPROVAL OF INSTITUTIONS), GENERAL STANDARDS CONTAINED IN THIS CHAPTER, AND PROFESSIONAL EDUCATOR PROGRAM SPECIFIC GUIDELINES.
- (c) EVALUATION TEAMS WILL BE APPOINTED BY THE DEPARTMENT UNDER § 49.13 (RELATING TO POLICIES) AND CONSIST OF PROFESSIONAL EDUCATORS FROM BASIC EDUCATION AND APPROPRIATE PERSONNEL FROM INSTITUTIONS OF HIGHER EDUCATION. EVALUATION TEAMS SHALL MAKE RECOMMENDATIONS TO THE DEPARTMENT REGARDING THE APPROVAL OR DISAPPROVAL OF PROGRAMS.
- (d) THE DEPARTMENT WILL DENY OR APPROVE PROGRAMS BASED UPON THE PROFESSIONAL EDUCATOR PROGRAM SPECIFIC GUIDELINES.
- (e) THE DEPARTMENT MAY DENY OR WITHDRAW APPROVAL FROM PREPARING INSTITUTIONS FOR FAILURE TO MEET THE REQUIREMENTS OUTLINED IN §354.11 (RELATING TO MINIMUM REQUIREMENTS FOR APPROVAL).

§354.13 Standards.

The following standards shall be used to evaluate institutions seeking initial approval or maintaining approval to prepare professional educators for PENNSYLVANIA ~~Commonwealth~~ public school certification:

- (1) Category I--Program Design.

(2) Category II--APPLICANTS AND Candidates.

(3) Category III--Faculty.

CATEGORY I--PROGRAM DESIGN

§354.21 Mission.

The ~~unit~~ PROFESSIONAL EDUCATOR PROGRAM shall have a clearly articulated mission STATEMENT ~~and purpose~~ that is based on the needs of professional educator candidates, public school ENTITIES AND students. ~~and educational institutions.~~ The evidence required to satisfy that this standard is met includes:

- (1) The mission statement is cooperatively developed by faculty, candidates, and other members of the professional community and documented under this section.
- (2) The professional educator program demonstrates coherence between the ~~unit's~~ mission STATEMENT, ~~the Pennsylvania Academic Standards~~ ACADEMIC STANDARDS AS FOUND IN CHAPTER 4 (RELATING TO ACADEMIC STANDARDS AND ASSESSMENT), PROFESSIONAL EDUCATOR courses, field experiences, instruction, evaluation, required candidate competencies, LEARNING PRINCIPLES DEFINED IN §354.33 (RELATING TO PROFESSIONAL COMPETENCY), SKILL DIMENSIONS DEFINED IN §354.32 (RELATING TO MONITORING AND ASSESSMENT), and is in compliance with this chapter.

~~§354.22 Field experience~~

- ~~(a) The unit shall develop sequential and developmental field experiences that may begin as early as the initial semester of college enrollment.~~
- ~~(b) The sequential and developmental field experiences shall be an integrated part of the professional education curriculum, and shall be consistent with the overall program design.~~

§354.2322 Unit PREPARING INSTITUTION Reporting.

- (a) The unit PREPARING INSTITUTION shall submit ~~biennially~~ ANNUALLY to the Department, a systematic evaluation, which includes information obtained through the following sources:

- (1) Candidate assessment AS DEFINED IN 20 U.S.C. § 1027(f)(1)(A)
- (2) Collection of data from candidates AS DEFINED IN 20 U.S.C. § 1027(f)(1)(B).
- ~~(3) Data from recent graduates.~~
- ~~(4) Other members of the professional community.~~

- (b) The unit PREPARING INSTITUTION shall demonstrate that the result of the ~~systemic~~ SYSTEMATIC evaluation OF THE PROFESSIONAL EDUCATOR PROGRAM, as specified in subsection (a), ~~fosters~~ IS UTILIZED TO ENHANCE candidate achievement through the modification and improvement of the unit's PREPARING INSTITUTION'S overall PROFESSIONAL EDUCATOR program design.

- (c) The unit PREPARING INSTITUTION shall ~~annually~~ BIENNIALY compile and

make available to applicants, ~~current students~~ CANDIDATES, the Department and the State Board of Education information concerning ~~the placement~~ of its RECENT graduates. This information shall ~~include~~ BE COLLECTED NO SOONER THAN SIX (6) MONTHS FOLLOWING THE CANDIDATE'S GRADUATION and shall include the following ~~placement rates~~:

~~(1) Graduates in teaching, educational specialists and educational administrations positions in this Commonwealth.~~

~~(2) Other states outside of this Commonwealth.~~

~~(3) Other professions, to be categorized by type of employment.~~

(1) NUMBER OF RECENT GRADUATES EMPLOYED IN INSTRUCTIONAL, EDUCATIONAL SPECIALIST, SUPERVISORY, AND ADMINISTRATION POSITIONS IN THIS COMMONWEALTH.

(2) NUMBER OF RECENT GRADUATES EMPLOYED IN INSTRUCTIONAL, EDUCATIONAL SPECIALIST, SUPERVISORY, AND ADMINISTRATION POSITIONS IN LOCATIONS OUTSIDE THIS COMMONWEALTH.

(3) NUMBER OF RECENT GRADUATES EMPLOYED IN EDUCATION-RELATED POSITIONS IN THIS COMMONWEALTH.

(4) NUMBER OF RECENT GRADUATES EMPLOYED IN EDUCATION-RELATED POSITIONS IN LOCATIONS OUTSIDE THIS COMMONWEALTH.

(5) NUMBER OF RECENT GRADUATES EMPLOYED IN NON-EDUCATION

RELATED POSITIONS IN THIS COMMONWEALTH.

- (6) NUMBER OF RECENT GRADUATES EMPLOYED IN NON-EDUCATION RELATED POSITIONS IN LOCATIONS OUTSIDE THIS COMMONWEALTH.

§354.2423 ~~General studies~~ ACADEMIC PREPARATION.

- (a) The ~~unit~~ PREPARING INSTITUTION shall have a ~~planned and thorough~~ procedure to ~~confirm~~ DOCUMENT that ~~candidate~~s APPLICANTS FOR ADMISSION TO INITIAL AND ADVANCED PREPARATION PROGRAMS WHICH CULMINATE IN A BACHELOR'S DEGREE OR HIGHER have met the requirements for ~~academic achievement, college level general studies courses and experiences in the liberal arts and sciences, and have developed theoretical and practical knowledge~~ ACADEMIC PREPARATION AND ACADEMIC PERFORMANCE prior to ~~formal acceptance~~ ADMISSION into a professional education program.
- (b) ~~General studies~~ ACADEMIC PREPARATION SHALL include the following:
- (1) At least 6 semester hour credits (or the equivalent) in college level mathematics.
 - (2) At least 6 semester hour credits (or the equivalent) in college level English composition and literature.

§354.2524 ~~Academic competence~~ PERFORMANCE.

- (a) The ~~unit~~ PREPARING INSTITUTION shall have a ~~planned thorough~~ procedure to confirm that professional educator candidates maintain academic ~~competence~~ PERFORMANCE in ~~the~~ EACH academic disciplines that the candidates plan to

teach or in the academic disciplines related to the ~~educational specialties~~ CERTIFICATE CATEGORY in which they plan to serve AND IN THE PROFESSIONAL EDUCATOR COURSES RELATED TO THE CERTIFICATE CATEGORY THE CANDIDATES INTEND TO EARN. This standard shall be met by using the following criteria:

~~(1) Candidates complete a sequence of courses or experiences, or both to develop an understanding of the structure, skills, core concepts, ideas, value, facts, methods of inquiry, and uses of technology related to each academic discipline the candidates plan to teach or in the academic disciplines related to the educational specialties in which they plan to serve.~~

~~(2) Pennsylvania Academic Standards and specific professional educator program standards are used in developing programs in each academic area.~~

(3) (1) Candidates whose INITIAL preparation program culminates in a bachelor's degree or higher shall maintain a AN OVERALL minimum grade point (GPA) average OF 3.0 in each ~~academic discipline~~ CERTIFICATE AREA the candidateS plans to teach or in the ~~academic disciplines related to the educational specialties~~ CERTIFICATE CATEGORY in which the candidateS plans to serve, TO BE PHASED in as follows:

(i) Academic Year: (first year after _____ (*Editor's Note: The blank refers to the effective date of adoption of this proposal.*) 2.6 GPA

(ii) Academic Year: (second year after _____ (*Editor's Note: The blank refers to the effective date of adoption of this proposal.*) 2.8 GPA

(iii) Academic Year: (third year after _____ (*Editor's Note: The blank*

refers to the effective date of adoption of this proposal.) 3.0 GPA

~~(iv) Future Academic Years: 3.0 GPA~~

~~(3) Pennsylvania Academic Standards and specific professional educator program standards are used in developing programs in each academic area.~~

~~(b) For preparation programs culminating in a bachelor's degree or higher, general studies courses under §354.24 (relating to general studies) shall be the same as for a Bachelor of Arts or a Bachelor of Science degree.~~

(2) FOR INITIAL PREPARATION PROGRAMS CULMINATING IN A BACHELOR'S DEGREE OR HIGHER, ACADEMIC PREPARATION COURSES UNDER § 354.23 (RELATING TO ACADEMIC PREPARATION) SHALL BE THE SAME AS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE.

~~(c) For preparation programs culminating in a bachelor's degree or higher, academic content area courses for the preparation of professional educators shall include all required core courses and required elective courses in the Bachelor of Arts or Bachelor of Science major academic area the candidates intend to teach. Free electives in the Bachelor of Arts and Bachelor of Science major and credits in the cognate areas shall be optional.~~

(3) FOR INITIAL PREPARATION PROGRAMS CULMINATING IN A BACHELOR'S DEGREE OR HIGHER, ACADEMIC CONTENT AREA COURSES FOR THE PREPARATION OF PROFESSIONAL EDUCATORS SHALL INCLUDE ALL REQUIRED CORE COURSES AND REQUIRED ELECTIVE COURSES IN THE BACHELOR OF ARTS OR BACHELOR OF

SCIENCE MAJOR ACADEMIC AREA THE CANDIDATES INTEND TO TEACH OR IN THE NON-INSTRUCTIONAL CERTIFICATE CATEGORY THE CANDIDATES PLAN TO SERVE. FREE ELECTIVES IN THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE MAJOR AND CREDITS IN THE COGNATE AREAS SHALL BE OPTIONAL.

~~(d) For preparation programs culminating in a bachelor's degree or higher, candidates for certification in more than one certificate area or certificate category shall meet the requirements in subsection (c) in the major area and for each additional area that the candidate plans to serve.~~

(4) FOR INITIAL PREPARATION PROGRAMS CULMINATING IN A BACHELOR'S DEGREE OR HIGHER, CANDIDATES FOR CERTIFICATION IN MORE THAN ONE CERTIFICATE AREA OR CERTIFICATE CATEGORY SHALL MEET THE REQUIREMENTS IN SUBSECTION (3) IN THE MAJOR AREA AND FOR EACH ADDITIONAL AREA THAT CANDIDATES PLAN TO SERVE.

(5) FOR INITIAL PREPARATION PROGRAMS CONDUCTED UNDER §49.91 (RELATING TO INTERN CERTIFICATES) CANDIDATES FOR CERTIFICATION SHALL MEET THE REQUIREMENTS OF THIS SECTION AND §354.23 (RELATING TO ACADEMIC PREPARATION).

§354.2625 Preparation program curriculum.

(a) The preparation program shall be designed to ensure that ~~professional educator~~ candidates acquire and learn to apply the professional and pedagogical knowledge and skills needed to ensure that all public school students learn, DEFINED IN §354.33 (RELATING TO PROFESSIONAL COMPETENCY), AND SKILL

DIMENSIONS IDENTIFIED IN §354.32 (RELATED TO MONITORING AND ASSESSMENT). The evidence required to demonstrate that this standard is met includes the following:

- (1) The preparation program design shall be consistent with the ~~unit's~~ PREPARING INSTITUTION'S mission, AND reflect knowledge derived from research and sound professional practice ~~and be of high quality.~~
- (2) The ~~unit~~ PREPARING INSTITUTION shall ensure that the preparation program curriculum does not include unnecessary duplication ~~or repetition~~ of course work and ~~at all times~~ strives to create efficient professional EDUCATOR preparation.
- ~~(3) Candidates shall complete a well-planned and efficient sequence of courses or experiences, or both, in professional studies and pedagogical studies.~~
- (3) THE PREPARING INSTITUTION SHALL ENSURE THAT CANDIDATES COMPLETE A WELL PLANNED SEQUENCE OF PROFESSIONAL EDUCATOR COURSES AND FIELD EXPERIENCES TO DEVELOP AN UNDERSTANDING OF THE STRUCTURE, SKILLS, CORE CONCEPTS, FACTS, METHODS OF INQUIRY, AND APPLICATION OF TECHNOLOGY RELATED TO EACH ACADEMIC DISCIPLINE THE CANDIDATES PLAN TO TEACH OR IN THE ACADEMIC DISCIPLINES RELATED TO THE NON-INSTRUCTIONAL CERTIFICATE CATEGORIES IN WHICH THEY PLAN TO SERVE.
- (4) FOR INITIAL PROGRAMS CULMINATING IN A BACHELOR'S DEGREE, the ~~unit~~ PROFESSIONAL EDUCATOR PROGRAM shall cooperate with the liberal arts and other academic disciplines of the college or university to create ~~thorough and efficient~~ preparation programs that allow ~~the individual~~

CANDIDATES ~~pursuing an initial area of certification requiring a degree~~ to complete the degree AND THE INITIAL PREPARATION PROGRAM within four years from the time of initial enrollment at the college or university.

(5) FOR INITIAL PROGRAMS CULMINATING IN AN ADVANCED DEGREE, THE PROFESSIONAL EDUCATOR PROGRAM SHALL COOPERATE WITH THE LIBERAL ARTS AND OTHER ACADEMIC DISCIPLINES OF THE COLLEGE OR UNIVERSITY TO CREATE PREPARATION PROGRAMS THAT ALLOW CANDIDATES TO COMPLETE THE ADVANCED DEGREE AND THE INITIAL PREPARATION PROGRAM WITHIN FIVE YEARS FROM THE TIME OF INITIAL ENROLLMENT AT THE COLLEGE OR UNIVERSITY.

(6) FOR INITIAL PROGRAMS CONDUCTED UNDER §49.91 (RELATING TO INTERN CERTIFICATES), THE PREPARING INSTITUTION SHALL COOPERATE WITH THE LIBERAL ARTS AND OTHER ACADEMIC DISCIPLINES OF THE COLLEGE OR UNIVERSITY TO CREATE PREPARATION PROGRAMS THAT ALLOW CANDIDATES TO COMPLETE THE INTERN PROGRAM UNDER §49.92 (RELATING TO VALIDITY).

(b) The preparation program ~~developed by the unit~~ shall be designed to enable candidates to integrate general and academic ~~studies~~ COURSEWORK, with professional and pedagogical ~~knowledge~~ COURSEWORK to teach, guide, and assist public school students in achieving the ~~Pennsylvania Academic Standards~~ ACADEMIC STANDARDS UNDER CHAPTER 4 (RELATING TO ACADEMIC STANDARDS AND ASSESSMENTS). CANDIDATES SHALL COMPLETE A SEQUENCE OF COURSES AND EXPERIENCES IN:

(1) PROFESSIONAL STUDIES IN WHICH THEY ACQUIRE AND LEARN TO APPLY KNOWLEDGE ABOUT THE IMPACT OF TECHNOLOGY IN TEACHING AND LEARNING; AND

(2) PEDAGOGICAL STUDIES THAT HELP DEVELOP UNDERSTANDING AND USE OF TECHNOLOGY IN EDUCATION, INCLUDING THE USE OF COMPUTERS, THE INTERNET, DISTANCE LEARNING TECHNOLOGIES, AND OTHER EMERGING TECHNOLOGIES IN INSTRUCTION, ASSESSMENT, AND PROFESSIONAL PRODUCTIVITY.

(c) The preparation program ~~developed by the unit~~ shall be designed to ensure that candidates become competent ~~teachers or~~ professional educators. ~~Demonstration of~~ THE EVIDENCE THAT this standard IS MET includes the following:

(1) Programs for the continuing preparation of ~~teachers or other professional school personnel~~ PROFESSIONAL EDUCATORS build upon and extend prior knowledge and experiences of CANDIDATES ~~students~~ including core studies of learning and practices that support learning.

(2) ~~Pennsylvania Academic Standards and Specific~~ Professional educator program SPECIFIC ~~standards~~ GUIDELINES, THE LEARNING PRINCIPLES DEFINED IN §354.33 (RELATING TO PROFESSIONAL COMPETENCY), AND CHAPTER 4 (RELATING TO ACADEMIC STANDARDS AND ASSESSMENT) are used in developing programs in each ~~academic~~ CERTIFICATE area.

(3) Programs are designed to ensure ~~students~~ CANDIDATES ~~develop the ability to~~ research information, use research methods, and acquire knowledge about issues and trends in public education ~~to improve practice in schools and classrooms.~~

~~(d) The unit shall develop field experiences that are consistent with the unit's mission, as specified in §354.21 (relating to mission). The evidence required to demonstrate that this standard is met includes the following:~~

~~(1) The unit shall develop field experiences, student teaching, internships, and clinical experiences which provide candidates with an opportunity to do the following:~~

~~(i) Apply principles and theories from program design to actual practice in classrooms and schools.~~

~~(ii) Create meaningful learning experiences for all children.~~

~~(iii) Study and practice in a variety of communities, with students of different ages, and with culturally diverse populations.~~

~~(2) Field experiences shall:~~

~~(i) Be fully supported by unit faculty.~~

~~(ii) Include frequent observation and consultation with cooperating teachers and public school administrators trained in the institution's education philosophy.~~

~~(iii) Encourage reflection by candidates.~~

~~(iv) Include evaluation and feedback from higher education faculty, public school faculty, and peers.~~

~~(3) Field experiences, which shall begin the first semester of enrollment in an initial or advanced preparation program, shall be sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing.~~

~~(4) A minimum of 12 weeks of full-time student teaching, or its equivalent, is required.~~

(d) THE PROFESSIONAL EDUCATOR PROGRAM SHALL HAVE SEQUENTIAL FIELD EXPERIENCES THAT MAY BEGIN AS EARLY AS THE INITIAL SEMESTER OF COLLEGE ENROLLMENT, PRIOR TO STUDENT TEACHING, INTERNSHIPS, AND CLINICAL EXPERIENCES, WHICH PROVIDE CANDIDATES WITH OPPORTUNITY TO:

(1) APPLY PRINCIPLES AND THEORIES FROM THE PROGRAM DESIGN TO ACTUAL PRACTICE IN CLASSROOMS AND SCHOOLS.

(2) STUDY AND PRACTICE IN A VARIETY OF COMMUNITIES, WITH STUDENTS OF DIFFERENT AGES, AND WITH CULTURALLY DIVERSE AND EXCEPTIONAL POPULATIONS.

(e) FIELD EXPERIENCES SHALL:

(1) INCLUDE FREQUENT OBSERVATION AND CONSULTATION WITH COOPERATING TEACHERS AND SCHOOL ADMINISTRATORS FLUENT IN THE INSTITUTION'S EDUCATION PHILOSOPHY.

(2) BE FULLY SUPPORTED BY THE PREPARING INSTITUTION'S FACULTY.

- (3) BE AN INTEGRATED PART OF THE PROFESSIONAL EDUCATION CURRICULUM AND SHALL BE CONSISTENT WITH THE OVERALL PROGRAM DESIGN.
- (4) ENCOURAGE REFLECTION BY CANDIDATES
- (5) INCLUDE EVALUATION AND FEEDBACK FROM HIGHER EDUCATION FACULTY, PUBLIC OR NONPUBLIC SCHOOL FACULTY, AND PEERS.
- (f) THE PREPARATION PROGRAM SHALL BE DESIGNED TO PROVIDE A MINIMUM 12 WEEK FULL-TIME STUDENT TEACHING EXPERIENCE UNDER THE SUPERVISION:
 - (1) OF PROGRAM FACULTY WITH KNOWLEDGE AND EXPERIENCE IN THE AREA OF CERTIFICATION.
 - (2) OF COOPERATING TEACHERS TRAINED BY THE PREPARATION PROGRAM FACULTY AND WHO:
 - (i) POSSESS THE APPROPRIATE PROFESSIONAL EDUCATOR CERTIFICATION, AND
 - (ii) HAVE AT LEAST 3 YEARS OF SATISFACTORY CERTIFICATED TEACHING EXPERIENCE, AND
 - (iii) HAVE AT LEAST ONE YEAR OF CERTIFICATED TEACHING EXPERIENCE IN THE SCHOOL ENTITY WHERE THE STUDENT TEACHER IS PLACED.

§354.2726 Collaborative programs.

(a) The ~~unit~~ PREPARING INSTITUTION shall collaborate with higher education faculty, public school personnel, and other members of the professional education community to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools. The evidence ~~required to demonstrate~~ that this standard is met includes THE FOLLOWING:

(1) ~~Faculty who teach general and academic studies, professional and pedagogical studies shall~~ PROFESSIONAL EDUCATOR FACULTY AND FACULTY FROM LIBERAL ARTS AND OTHER ACADEMIC DISCIPLINES regularly collaborate in program planning and evaluation of all facets of the curriculum.

(2) The ~~[unit]~~ PREPARING INSTITUTION ~~shall~~ developS agreements with public AND NONPUBLIC schools and cooperating professionals EDUCATORS to ensure:

(i) Student teaching, internships, and other field experiences are collaboratively designed and implemented.

(ii) Candidates are supported in their achievement of the ~~desired~~ learning ~~goals~~ PRINCIPLES AS DEFINED IN §354.33 (RELATING TO PROFESSIONAL COMPETENCE).

(iii) Cooperating ~~teachers~~ PROFESSIONAL EDUCATORS INVOLVED IN STUDENT TEACHING, INTERNSHIPS, AND CLINICAL EXPERIENCES are trained by the ~~unit~~ PREPARING INSTITUTION to

assist, guide, and evaluate the performance of student teachers and individuals who are serving in a clinical experience or internship.

- (b) The ~~unit~~ PREPARING INSTITUTION shall develop collaborative relationships, programs, and projects with ~~pre-kindergarten to grade 12 public schools~~ PUBLIC AND NONPUBLIC SCHOOLS, ~~their faculties, and other appropriate public school personnel~~ to develop and refine knowledge bases, to CONSULT, AND TO conduct research, ~~and~~ to improve the quality of education.
- (c) The ~~unit~~ PREPARING INSTITUTION shall provide ongoing support to novice educators in partnership with public schools during their induction period, including observation, consultation and assistance.
- (d) The ~~unit~~ PREPARING INSTITUTION shall cooperate with ~~local school entities~~ public AND NONPUBLIC schools in the development and implementation of ~~appropriate~~ alternative certification programs.

CATEGORY II--APPLICANTS AND CANDIDATES

§354.31 Admission.

~~There shall be documentation that the unit~~ THE PREPARING INSTITUTION SHALL recruits, AND admits, ~~and retains candidates~~ APPLICANTS who demonstrate potential for professional success in public schools. The evidence ~~required to demonstrate that~~ this standard is met includes:

- (1) A comprehensive system to assess the qualifications of ~~candidates~~ APPLICANTS seeking admission.

- (2) ~~A AN candidate~~ APPLICANT ~~whose preparation program culminates in a bachelor's degree or higher~~ WHO INTENDS TO ENTER A PREPARATION PROGRAM THAT CULMINATES IN A BACHELOR'S DEGREE ~~may~~ SHALL not be formally admitted to AN initial professional educator preparation ~~programs~~ PROGRAM before completion of ~~three semesters of full-time (48 credits)~~ 48 SEMESTER CREDIT HOURS OR THE full-time equivalent of college level study.
- (3) The APPLICANT criteria for admission to A teacher preparation ~~programs~~ PROGRAM are based on multiple sources of data, which include:
- (i) An assessment of academic ~~proficiency~~ PREPARATION UNDER § 354.23 (RELATING TO ACADEMIC PREPARATION).
 - ~~(ii) College entrance examinations~~
 - (ii) AN ASSESSMENT OF ACADEMIC PERFORMANCE UNDER PARAGRAPH (4).
 - (iii) Faculty recommendations.
 - ~~(iv) Biographical information to include:~~
- (4) ~~A candidate admitted~~ THE PREPARING INSTITUTION SHALL ENSURE THAT APPLICANTS ADMITTED to AN initial ~~teacher~~ preparation programs ~~and whose preparation program culminates~~ CULMINATING in a bachelor's degree or higher shall complete prior college or university coursework, ~~exclusive of professional educator courses~~, with a minimum grade point average (GPA) as follows:

- (i) Academic Year: (first year after _____ (*Editor's Note:* The blank refers to the effective date of adoption of this proposal.) 2.6 GPA
- (ii) Academic Year: (second year after _____ (*Editor's Note:* The blank refers to the effective date of adoption of this proposal.) 2.8 GPA
- (iii) Academic Year: (third year after _____ (*Editor's Note:* The blank refers to the effective date of adoption of this proposal.) 3.0 GPA
- ~~(iv) Future Academic Years: 3.0 GPA~~

~~(v) As an alternative to the 3.0 GPA admissions standard, an applicant may be admitted if they have achieved a 2.8 GPA and qualifying scores on the Praxis I, Pre-Professional Skills Test of 178 in Mathematics, 178 in Reading and 174 in Writing.~~

~~(5) The preparation program may accept up to 10% of candidates for admission to the program who do not meet the minimum GPA, including the phase in years defined in paragraph (4), if exceptional circumstances justify admission.~~

(5) AS AN ALTERNATIVE TO THE 3.0 GPA ADMISSIONS STANDARD UNDER SUBSECTION (4), A PREPARING INSTITUTION MAY ADMIT APPLICANTS IF THEY HAVE ACHIEVED A 2.8 GPA AND QUALIFYING SCORES ON THE PRAXIS I, PRE-PROFESSIONAL SKILLS TESTS AS DETERMINED BY THE SECRETARY AND APPROVED BY THE BOARD, OR

- (i) A 2.8 GPA AND A COMBINED SCORE OF 1050 ON THE SCHOLASTIC APTITUDE TEST (SAT), WITH NO SCORE LOWER THAN 500 ON EITHER THE VERBAL OR MATHEMATICS SUBTESTS, OR

(ii) A 2.8 GPA AND A SCORE OF NO LESS THAN 23 ON THE ENGLISH SUBTEST AND 20 ON THE MATHEMATICS SUBTEST OF THE AMERICAN COLLEGE TESTING PROGRAM ASSESSMENT (ACT).

(6) The criteria for admission to advanced PREPARATION programs shall include at least the following:

(i) An assessment of academic ~~proficiency~~ PERFORMANCE – ~~for example~~ INCLUDING the Miller Analogy Test (MAT), OR THE Graduate Record Exam (GRE).

(ii) An OVERALL minimum of GPA of 3.0 ~~3.0~~ GPA.

(iii) Faculty and professional recommendations.

(iv) Record of competence and effectiveness in professional work.

(v) Graduation from a regionally accredited college or university.

(7) The ~~advanced preparation program~~ PREPARING INSTITUTION may accept up to 10 % per cent of the ~~candidates~~ APPLICANTS for admission to the PROFESSIONAL EDUCATOR program who do not meet ~~the~~ OVERALL minimum ~~criteria in paragraph (6)~~ GPA REQUIREMENTS IN SUBSECTION (4) OR ALTERNATIVE ADMISSION CRITERIA UNDER SUBSECTION (5). ~~if exceptional circumstances justify admission.~~ THE CRITERIA FOR ADMISSION OF APPLICANTS SPECIFIED IN THIS SUBSECTION SHALL BE DEVELOPED AND DOCUMENTED BY THE PREPARING INSTITUTION AND MUST INCLUDE THE REQUIREMENTS IN §49.12 (RELATING TO ELIGIBILITY).

(8) WHEN THE INSTITUTIONAL PASS RATE ON THE PROFESSIONAL KNOWLEDGE AND CONTENT ASSESSMENTS, AS DEFINED IN §49.18 (RELATING TO ASSESSMENT) IS 90% OR HIGHER FOR A GIVEN TESTING YEAR, THE REQUIREMENTS OF PARAGRAPH (4) SHALL BE REDUCED TO A GPA ENTRY REQUIREMENT DETERMINED BY THE PREPARING INSTITUTION AND APPROVED BY THE DEPARTMENT FOR THE SUBSEQUENT ACADEMIC YEAR.

(8) (9) The ~~unit~~ PREPARING INSTITUTION shall develop admission procedures for post-baccalaureate initial and advanced professional educator preparation programs to ~~confirm~~ DOCUMENT that the following ~~indicators are met~~:

- (i) ~~That candidate~~ APPLICANTS have attained ~~appropriate~~ depth and breadth in both general and academic studies under §§ 354.23 THROUGH 354.25 (~~relating to general studies; academic competence; and preparation program curriculum~~)(RELATING TO ACADEMIC PREPARATION; ACADEMIC PERFORMANCE; AND PREPARATION PROGRAM CURRICULUM).
- (ii) Incentives and affirmative procedures attract ~~candidates~~ APPLICANTS with high academic and other qualifications.
- (iii) Admission decisions are monitored by the ~~unit~~ PREPARING INSTITUTION to ensure that the admissions criteria are applied.
- (iv) The ~~unit~~ PREPARING INSTITUTION seeks to recruit, admit, and retain a diverse student body.

§354.32 Monitoring and assessment.

(a) The ~~unit~~ PREPARING INSTITUTION shall ~~develop~~ HAVE a program that systematically monitors and assesses the progress of candidates and confirms that they receive ~~appropriate~~ academic and professional counseling and advice from the time of admission through completion of their professional education program. The evidence ~~required to demonstrate~~ that this standard is met includes ~~at least~~ the following:

(1) The progress of candidates at different stages of the program shall be monitored through performance-based assessments, which shall stipulate the level of competence required to ensure success in the following skill dimensions:

- (i) Content mastery
- (ii) Planning
- (iii) Classroom management
- (iv) Organization
- (v) Monitoring student progress
- (vi) Leadership
- (vii) Sensitivity to students' needs
- (viii) Problem analysis
- (ix) Strategic and tactical decision making
- (x) Oral and written communication and presentation
- ~~(xi) Innovativeness~~
- ~~(xii) Personal interactions~~
- ~~(xiii) Tolerance for stress~~
- ~~(xiv) Professional standards and practice~~
- (xi) PROFESSIONAL STANDARDS AND PRACTICE
- (xii) MASTERY OF INSTRUCTIONAL TECHNOLOGY

- (2) Assessment of candidates' progress shall be based on multiple data sources that include ~~at least~~ the following:
- (i) Grade point average
 - (ii) Observations of field experience, student teaching, internship and clinical experience performance
 - (iii) ~~The~~ CANDIDATES' Use of various instructional strategies and technologies
 - (iv) Faculty recommendations
 - (v) Demonstrated competence in academic and professional educator coursework (for example, portfolios, performance assessments, research and concept papers)
 - (vi) Recommendations from ~~appropriate professionals such as cooperating teachers and supervisors in pre-K through 12~~ COOPERATING PROFESSIONAL EDUCATORS INVOLVED IN STUDENT TEACHING, INTERNSHIPS, AND CLINICAL EXPERIENCES.
- (b) Assessment data, as defined in subsection (a)(2), shall be used to advise candidates in future career planning.
- (c) Criteria consistent with the purpose and mission of the professional educator program shall be used to determine eligibility for student teaching, ~~and other professional internships, AND CLINICAL EXPERIENCES.~~

(d) The ~~unit~~ PREPARING INSTITUTION shall, through publications and faculty advisement, provide candidates with clear information about institutional policies and requirements ~~needed~~ for:

- (1) Completing their professional education programs
- (2) Satisfying ~~state~~ certification requirements under Chapter 49 (relating to certification of professional personnel)
- ~~(3) Obtaining social and psychological counseling services.~~
- (3) EXPLORING JOB OPPORTUNITIES
- ~~(4) Exploring job opportunities~~

§354.33 Professional competency.

The ~~unit~~ PREPARING INSTITUTION shall ~~develop~~ HAVE a procedure to confirm that a candidate's competency to begin the candidate's professional role in schools is assessed prior to completion of the program and recommendation for professional educator certification. The evidence ~~required to demonstrate~~ that this standard is met includes:

- (1) The ~~unit~~ PREPARING INSTITUTION shall ~~establish and publish a~~ HAVE A PUBLISHED set of criteria and competencies for exit from each professional education program, which are based on ~~the Pennsylvania Academic Standards~~ CHAPTER 4 (RELATING TO ACADEMIC STANDARDS AND

ASSESSMENT) and ~~specific~~ professional educator program SPECIFIC standards GUIDELINES, AND THE FOLLOWING LEARNING PRINCIPLES FOR EACH CERTIFICATE CATEGORY:

(i) INSTRUCTIONAL

(A) THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE THE TEACHER TEACHES AND CAN CREATE LEARNING EXPERIENCES THAT MAKE THESE ASPECTS OF SUBJECT MATTER MEANINGFUL FOR ALL STUDENTS.

(B) THE TEACHER UNDERSTANDS HOW ALL CHILDREN LEARN AND DEVELOP, AND CAN PROVIDE LEARNING OPPORTUNITIES THAT SUPPORT THEIR INTELLECTUAL, SOCIAL, CAREER AND PERSONAL DEVELOPMENT.

(C) THE TEACHER UNDERSTANDS HOW STUDENTS DIFFER IN THEIR ABILITY AND APPROACHES TO LEARNING AND CREATES OPPORTUNITIES THAT FOSTER ACHIEVEMENT OF DIVERSE LEARNERS IN THE INCLUSIVE CLASSROOM.

(D) THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES, INCLUDING INTERDISCIPLINARY LEARNING EXPERIENCES, TO ENCOURAGE STUDENTS' DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING AND PERFORMANCE SKILLS.

(E) THE TEACHER USES AN UNDERSTANDING OF INDIVIDUAL AND

GROUP MOTIVATION AND BEHAVIOR TO CREATE A LEARNING ENVIRONMENT THAT ENCOURAGES POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING AND SELF-MOTIVATION.

(F) THE TEACHER USES KNOWLEDGE OF EFFECTIVE VERBAL, NONVERBAL AND MEDIA COMMUNICATION TECHNIQUES SUPPORTED BY APPROPRIATE TECHNOLOGY TO FOSTER ACTIVE INQUIRY, COLLABORATION AND SUPPORTIVE INTERACTION IN THE CLASSROOM.

(G) THE TEACHER PLANS INSTRUCTION BASED UPON KNOWLEDGE OF SUBJECT MATTER, STUDENTS, THE COMMUNITY AND CURRICULUM GOALS.

(H) THE TEACHER UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE CONTINUOUS INTELLECTUAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE LEARNER.

(I) THE TEACHER THINKS SYSTEMATICALLY ABOUT PRACTICE, LEARNS FROM EXPERIENCE, SEEKS THE ADVICE OF OTHERS, DRAWS UPON EDUCATIONAL RESEARCH AND SCHOLARSHIP AND ACTIVELY SEEKS OUT OPPORTUNITIES TO GROW PROFESSIONALLY.

(J) THE TEACHER CONTRIBUTES TO SCHOOL EFFECTIVENESS BY COLLABORATING WITH OTHER PROFESSIONALS AND PARENTS, BY USING COMMUNITY RESOURCES, AND BY

WORKING AS AN ADVOCATE TO IMPROVE OPPORTUNITIES FOR
STUDENT LEARNING.

(ii) EDUCATIONAL SPECIALIST

(A) THE EDUCATIONAL SPECIALIST UNDERSTANDS THE CENTRAL CONCEPTS, STRUCTURES AND DELIVERY STYLES OF THE PROFESSIONAL AREA IN WHICH THE EDUCATIONAL SPECIALIST PRACTICES AND CAN FOSTER LEARNING EXPERIENCES FOR ALL STUDENTS.

(B) THE EDUCATIONAL SPECIALIST UNDERSTANDS HOW ALL CHILDREN LEARN AND DEVELOP, AND CAN CONTRIBUTE TO THE PROVISION OF LEARNING OPPORTUNITIES THAT SUPPORT THEIR INTELLECTUAL, SOCIAL, CAREER AND PERSONAL DEVELOPMENT.

(C) THE EDUCATIONAL SPECIALIST UNDERSTANDS HOW STUDENTS DIFFER IN THEIR ABILITY AND APPROACHES TO LEARNING AND CREATES OPPORTUNITIES THAT ARE ADAPTED TO DIVERSE LEARNERS.

(D) THE EDUCATIONAL SPECIALIST UNDERSTANDS AND USES A VARIETY OF PROFESSIONAL STRATEGIES TO ENCOURAGE STUDENTS' DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING AND PERFORMANCE SKILLS.

(E) THE EDUCATIONAL SPECIALIST USES AN UNDERSTANDING OF INDIVIDUAL AND GROUP MOTIVATION AND BEHAVIOR TO CREATE A LEARNING ENVIRONMENT THAT ENCOURAGES

POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING AND SELF-MOTIVATION.

(F) THE EDUCATIONAL SPECIALIST USES KNOWLEDGE OF EFFECTIVE VERBAL, NONVERBAL, AND MEDIA COMMUNICATION TECHNIQUES SUPPORTED BY APPROPRIATE TECHNOLOGY TO FOSTER ACTIVE INQUIRY, COLLABORATION, AND SUPPORTIVE INTERACTION IN AND OUT OF THE CLASSROOM.

(G) THE EDUCATIONAL SPECIALIST PLANS PROFESSIONAL SERVICES BASED UPON KNOWLEDGE OF PROFESSIONAL FIELD, STUDENTS, THE COMMUNITY AND CURRICULUM GOALS.

(H) THE EDUCATIONAL SPECIALIST UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE CONTINUOUS INTELLECTUAL, SOCIAL AND PHYSICAL DEVELOPMENT OF THE LEARNER.

(I) THE EDUCATIONAL SPECIALIST THINKS SYSTEMATICALLY ABOUT PRACTICE, LEARNS FROM EXPERIENCE, SEEKS THE ADVICE OF OTHERS, DRAWS UPON EDUCATIONAL RESEARCH AND SCHOLARSHIP AND ACTIVELY SEEKS OUT OPPORTUNITIES TO GROW PROFESSIONALLY.

(J) THE EDUCATIONAL SPECIALIST CONTRIBUTES TO SCHOOL EFFECTIVENESS BY COLLABORATING WITH OTHER EDUCATORS AND PARENTS, BY USING COMMUNITY RESOURCES, AND BY WORKING AS AN ADVOCATE FOR CHANGE TO IMPROVE OPPORTUNITIES FOR STUDENT LEARNING.

(iii) SUPERVISORY

- (A) THE SUPERVISOR UNDERSTANDS THE CENTRAL CONCEPTS OF ORGANIZATIONAL LEADERSHIP, TOOLS OF RESEARCH AND INQUIRY, AND PRINCIPLES OF TEACHING AND LEARNING THAT MAKE SUPERVISION EFFECTIVE AND EFFICIENT.
- (B) THE SUPERVISOR UNDERSTANDS HOW ALL CHILDREN LEARN AND DEVELOP AND CONFIGURES RESOURCES TO SUPPORT THE INTELLECTUAL, SOCIAL AND PERSONAL GROWTH OF STUDENTS.
- (C) THE SUPERVISOR KNOWS AND UNDERSTANDS EFFECTIVE INSTRUCTIONAL STRATEGIES AND ENCOURAGES AND FACILITATES EMPLOYMENT OF THEM BY TEACHERS.
- (D) THE SUPERVISOR USES AN UNDERSTANDING OF INDIVIDUAL AND GROUP MOTIVATION TO CREATE A PROFESSIONAL DEVELOPMENT ENVIRONMENT THAT ENGAGES TEACHERS TO DEVELOP AND APPLY EFFECTIVE INSTRUCTIONAL TECHNIQUES FOR ALL STUDENTS.
- (E) THE SUPERVISOR IS AN EFFECTIVE COMMUNICATOR WITH VARIOUS SCHOOL COMMUNITIES.
- (F) THE SUPERVISOR ORGANIZES RESOURCES AND MANAGES PROGRAMS EFFECTIVELY.
- (G) THE SUPERVISOR UNDERSTANDS AND USES FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES TO GAUGE

EFFECTIVENESS OF PEOPLE AND PROGRAMS ON STUDENT LEARNING.

- (H) THE SUPERVISOR UNDERSTANDS THE PROCESS OF CURRICULUM DEVELOPMENT, IMPLEMENTATION AND EVALUATION AND USES THIS UNDERSTANDING TO DEVELOP HIGH QUALITY CURRICULA FOR STUDENT LEARNING IN COLLABORATION WITH TEACHERS, ADMINISTRATORS, PARENTS AND COMMUNITY MEMBERS.
- (I) THE SUPERVISOR POSSESSES KNOWLEDGE AND SKILLS IN OBSERVATION OF INSTRUCTION AND CONDUCTING CONFERENCES WITH PROFESSIONAL STAFF WHICH ARE INTENDED TO IMPROVE THEIR PERFORMANCE AND ENHANCE THE QUALITY OF LEARNING EXPERIENCES FOR STUDENTS.
- (J) THE SUPERVISOR THINKS SYSTEMATICALLY ABOUT PRACTICE, LEARNS FROM EXPERIENCE, SEEKS THE ADVICE OF OTHERS, DRAWS UPON EDUCATIONAL RESEARCH AND SCHOLARSHIP AND ACTIVELY SEEKS OUT OPPORTUNITIES TO GROW PROFESSIONALLY.
- (K) THE SUPERVISOR CONTRIBUTES TO SCHOOL EFFECTIVENESS BY COLLABORATING WITH OTHER PROFESSIONALS AND PARENTS, BY USING COMMUNITY RESOURCES, AND BY WORKING AS AN ADVOCATE TO IMPROVE OPPORTUNITIES FOR STUDENT LEARNING.

(iv) ADMINISTRATIVE

- (A) THE ADMINISTRATOR DEMONSTRATES INSTRUCTIONAL LEADERSHIP WHICH PROVIDES PURPOSE AND DIRECTION FOR THE ACHIEVEMENT OF ALL STUDENTS.

- (B) THE ADMINISTRATOR DEMONSTRATES THE ORGANIZATIONAL SKILLS TO IMPLEMENT PLANS OF ACTION EFFICIENTLY AND EFFECTIVELY FOR STUDENT ACHIEVEMENT.

- (C) THE ADMINISTRATOR, IN COLLABORATION WITH STUDENTS, FACULTY, STAFF AND PARENTS, CREATES A SCHOOL CLIMATE THAT FOSTERS STUDENT ACHIEVEMENT.

- (D) THE ADMINISTRATOR GATHERS INFORMATION FROM AND COMMUNICATES EFFECTIVELY TO STUDENTS, FACULTY, PARENTS, STAFF AND THE COMMUNITY TO FACILITATE STUDENT ACHIEVEMENT.

- (E) THE ADMINISTRATOR UNDERSTANDS THE IMPORTANCE OF A CLEAR, DETAILED VISION AND AN EXPLICITLY STATED PHILOSOPHY IN SHAPING A COHERENT CURRICULUM AND IN FOSTERING AN EFFECTIVE SCHOOL.

(F) THE ADMINISTRATOR MAKES SYSTEMATIC USE OF DATA TO ASSESS THE NEEDS AND ACCOMPLISHMENTS OF STUDENTS, FACULTY AND STAFF.

(G) THE ADMINISTRATOR THINKS SYSTEMATICALLY ABOUT PRACTICE, LEARNS FROM EXPERIENCE, SEEKS THE ADVICE OF OTHERS, DRAWS UPON EDUCATIONAL RESEARCH AND SCHOLARSHIP, AND ACTIVELY SEEKS OUT OPPORTUNITIES TO GROW PROFESSIONALLY.

(2) The ~~unit~~ PREPARING INSTITUTION shall ~~establish~~ have a procedure to confirm that a candidates' mastery of a program's stated exit criteria and competencies is assessed through the use of multiple sources of data ~~such as~~ INCLUDING: a culminating experience, portfolios, interviews and observed performances in public schools, standardized tests, and course grades.

~~(3) The assessment shall include input from professionals serving in pre-kindergarten through grade 12.~~

(3) CANDIDATE ASSESSMENT SHALL INCLUDE INPUT FROM PRE-KINDERGARTEN THROUGH GRADE 12 PROFESSIONAL EDUCATORS ENGAGED IN COLLABORATIVE EFFORTS WITH THE PREPARING INSTITUTION IN STUDENT TEACHING EXPERIENCES, INTERNSHIP EXPERIENCES, FIELD EXPERIENCES, AND CLINICAL EXPERIENCES.

~~(4) Candidates in programs culminating in a bachelor's degree or higher shall complete the program with a minimum GPA of 3.0 in professional education studies and in the academic discipline the candidates plan to teach or in the academic discipline related to the educational specialty they plan to serve.~~

(4) CANDIDATES SHALL HAVE DEMONSTRATED A MASTERY OF INTEGRATING TECHNOLOGY INTO THE CURRICULUM AS ESTABLISHED BY THE PREPARING INSTITUTION, IN ADDITION TO ANY SPECIFIC TECHNOLOGY STANDARDS THAT ARE INCLUDED IN THE PROGRAM SPECIFIC GUIDELINES DEVELOPED BY THE DEPARTMENT.

(5) THE PREPARING INSTITUTION SHALL ENSURE THAT CANDIDATES IN INITIAL PROGRAMS CULMINATING IN A BACHELOR'S DEGREE OR HIGHER COMPLETE THE PROGRAM WITH AN OVERALL MINIMUM GPA OF 3.0.

(6) AS AN ALTERNATIVE TO THE OVERALL MINIMUM GPA OF 3.0, THE PREPARING INSTITUTION MAY RECOMMEND CANDIDATES FOR CERTIFICATION IF THEY HAVE:

(i) ACHIEVED AN OVERALL MINIMUM GPA OF 2.8 AND HAVE EARNED A SCORE ON THE APPROPRIATE SUBJECT AREA ASSESSMENT REQUIRED UNDER §49.18 (RELATING TO ASSESSMENT) THAT IS AT LEAST ONE (1) STANDARD ERROR OF MEASURE ABOVE THE ESTABLISHED QUALIFYING SCORE FOR THAT ASSESSMENT; OR

(ii) ACHIEVED AN OVERALL MINIMUM GPA OF 2.8 AND HAVE AN EARNED SCORE ON THE APPROPRIATE PROFESSIONAL

KNOWLEDGE ASSESSMENT REQUIRED UNDER §49.18 (RELATING TO ASSESSMENT) OF AT LEAST ONE (1) STANDARD ERROR OF MEASURE ABOVE THE ESTABLISHED QUALIFYING SCORE FOR THAT ASSESSMENT.

(5) (7) ~~An acceptable~~ percentage of candidates, as determined by the Secretary of ~~the~~ Department and the State Board, of ~~Education~~ shall ~~achieve~~ OBTAIN at a satisfactory ACHIEVEMENT level on ~~Commonwealth~~ PENNSYLVANIA ~~standardized performance~~ assessments required for certification under ~~Chapter 49~~ § 49.18 (relating to ~~certification of professional personnel~~ assessment).

(8) THE SECRETARY WILL ANNUALLY REPORT TO THE STATE BOARD THE STATUS OF THE SUPPLY AND DEMAND FOR PROFESSIONAL EDUCATORS FOR SPECIFIC INSTRUCTIONAL OR EDUCATIONAL SPECIALISTS AREAS FOR PURPOSES OF MODIFYING GPA EXIT REQUIREMENTS DEFINED IN PARAGRAPH (5). THE SECRETARY, WITH BOARD APPROVAL, SHALL WAIVE THE GPA EXIT REQUIREMENTS WHERE IT CAN BE DEMONSTRATED BY THE DEPARTMENT THAT APPLYING THESE REQUIREMENTS WILL RESULT IN AN INSUFFICIENT SUPPLY OF THE NUMBER OF CERTIFIED PROFESSIONAL EDUCATORS TO MEET THE DEMAND FOR CERTIFIED PROFESSIONAL EDUCATORS IN A SPECIFIC INSTRUCTIONAL OR EDUCATIONAL SPECIALIST AREA.

CATEGORY III--FACULTY

§354.41 Faculty Quality.

(a) The ~~unit~~ PREPARING INSTITUTION shall establish a procedure to confirm that the professional education faculty are education scholars who are qualified for their assignments and actively engaged in the professional education community.

(b) The ~~unit~~ PREPARING INSTITUTION shall provide documentation to confirm ~~that the~~
~~unit seeks~~ EFFORTS to recruit, hire, and retain a diverse faculty.

(c) The ~~unit~~ PREPARING INSTITUTION shall ~~establish a comprehensive~~ HAVE A plan
to confirm that there are systematic and comprehensive activities to enhance and assess
the competence and intellectual vitality of the faculty.

(d) THE PREPARING INSTITUTION SHALL PROVIDE EVIDENCE THAT THE
FACULTY ARE KNOWLEDGEABLE, ARE PRACTICING, AND HAVE
TRAINING IN AND ACCESS TO CURRENT PRACTICES RELATED TO THE
USE OF COMPUTERS AND TECHNOLOGY, INCLUDING EDUCATION
RELATED ELECTRONIC INFORMATION, THE INTERNET, VIDEO
RESOURCES, COMPUTER HARDWARE, SOFTWARE, DISTANCE LEARNING
TECHNOLOGIES AND RELATED EDUCATIONAL TECHNOLOGIES AND
RESOURCES, AND ARE ABLE TO INTEGRATE THESE PRACTICES INTO
THEIR TEACHING AND SCHOLARSHIP.

(e) THE PREPARING INSTITUTION SHALL PROVIDE EVIDENCE THAT
FACULTY WHO TEACH GENERAL AND ACADEMIC STUDIES REGULARLY
COLLABORATE IN PROGRAM PLANNING AND ALL FACETS OF THE
PROFESSIONAL EDUCATOR CURRICULUM.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PENNSYLVANIA 17126-0333

SECRETARY OF EDUCATION

June 13, 2000

717-787-5820 (TEL)
717-787-7222 (FAX)
717-783-8445 (TTY)

Mr. Robert E. Nyce
Executive Director
Independent Regulatory Review Commission
14th Floor
333 Market Street
Harrisburg, PA 17126

Re: Department of Education Regulation #6-264 (#2039)
Institutional Preparation of Professional Educators

Dear Mr. Nyce:

The Independent Regulatory Review Commission has requested revisions to sections of the final-form regulation #6-264 (relating to General Standards and Procedures for Institutional Preparation of Professional Educators) that were submitted for your review on June 5, 2000. At the Commission's request, we are requesting that the regulation be tolled in order to make necessary revisions. Based upon the recommendations in your letter of June 12, 2000 (bolded text below), the revisions are made as follows and the revised final-form regulation is resubmitted herewith.

1. Subsection (b) of Section 354.2 (Purpose) of the proposed regulation is neither included nor deleted from the final-form regulation. Paragraph (b) should be included. If the new language is actually a new paragraph (a) and paragraph (b) is going to be retained, the strikethroughs should be removed for "(a)." If paragraph (b) is going to be deleted, it should appear with strikethroughs.

DEPARTMENT RESPONSE: This editing error is corrected to reflect that the text of proposed Section 354.2 (a) is deleted and replaced with a new (a) on final-form and (b) is amended, not deleted, on final-form.

2. The term "professional educator program specific guidelines" is defined in the final-form regulation. However, instead of the defined term, variations of this term appear in three sections: Section 354.11 refers to "program specific guidelines"; while Sections 354.12(b) and (d) refer to "specific professional educator program guidelines." For consistency, these variations should be replaced with the defined term.

DEPARTMENT RESPONSE: Additionally, the Department finds that 354.33 (1) refers to “specific professional educator program guidelines.” For consistency, these variations in the document are replaced with the defined term.

3. Subsection 354.11(2) includes a cross-reference to Section 49.14 (relating to approval of programs). Section 49.14 does not refer to approval of programs. It refers to approval of institutions.

DEPARTMENT RESPONSE: This cross-reference is corrected.

4. Section 354.24(4) states “candidate plans candidate plan.”

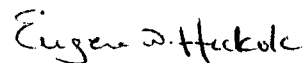
DEPARTMENT RESPONSE: This typographical error is corrected to “candidates plan.”

5. Section 354.33(1) states Code Chapter 4. The Department should either delete the word “Code,” or change the reference to “22 Pa. Code, Chapter 4.”

DEPARTMENT RESPONSE: The text is corrected by deleting “Code.”

Please contact me if we can be of further assistance.

Sincerely yours,



Eugene W. Hickok

cc: Honorable James J. Rhoades
Honorable Allyson Y. Schwartz
Honorable Jess M. Stairs
Honorable Nicholas Colafella
Gregory Dunlap, Esq.
Thomas A. Hutton, Esq.
David J. DeVries, Esq.
George Shevlin
Peter Garland

TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE
REGULATORY REVIEW ACT

RECEIVED

I.D. NUMBER: 6-264 (#2039)

2000 JUN 13 AM 9:32

SUBJECT: General Standards and Procedures for Institutional Preparation of Professional Educators
REVIEW COMMISSION

AGENCY: Department of Education

TYPE OF REGULATION

- Proposed Regulation
- Final Regulation
- Final Regulation with Notice of Proposed Rulemaking Omitted
- 120-day Emergency Certification of the Attorney General
- 120-day Emergency Certification of the Governor
- Delivery of Tolled Regulation
 - a. With Revisions
 - b. Without Revisions

FILING OF REGULATION

DATE	SIGNATURE	DESIGNATION
6/13/00	<u>Cleane Romano</u>	HOUSE COMMITTEE ON Education
6/13/00	<u>P. O'Leary</u>	
6/13	<u>Juan Ginez</u>	SENATE COMMITTEE ON Education
6/13/00	<u>Sherry Prater</u>	
6/13/00	<u>J. Vaillancourt</u>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL
		LEGISLATIVE REFERENCE BUREAU