

Regulatory Analysis Form		This space for use by IRRC
(1) Agency Department of Education		RECEIVED 99 JUN 23 PM 3:00 DEPARTMENT OF EDUCATION REVENUE 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 49	(5) Agency Contacts & Telephone Numbers Primary Contact: Samuel G. Marcus (783-6794) Secondary Contact: Ronald J. Simanovich (783-9252)	
(6) Type of Rulemaking (Check One) <input checked="" type="checkbox"/> Proposed Rulemaking <input type="checkbox"/> Final Order Adopting Regulation <input type="checkbox"/> Final Order, Proposed Rulemaking Omitted	(7) Is a 120-Day Emergency Certification Attached? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes: By the Attorney General <input type="checkbox"/> Yes: By the Governor	
(8) Briefly explain the regulation in clear and nontechnical language. <p>The Pennsylvania State Board of Education has 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.</p>		
(9) State the statutory authority for the regulation and any relevant state or federal court decisions. <p>These standards are proposed under 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, (24 P.S. §§11-1109, 11-1141, 12-1201-12-1214, 26-2603-B and 26-2604-B)</p>		

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 proposed General Standards will allow for the development and strengthening of teacher education programs to meet changing needs of elementary and secondary education as well as incorporate best practice in educational methodology. Also included in these General Standards are rigorous admission and curricular requirements for teacher preparation programs to ensure that only the best qualified candidates enter the teaching profession.

(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. There would be no enforceable educational standards or guidelines which would determine the standards for the preparation of those who would teach the youth of Pennsylvania.

(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 his or her area of expertise. In addition, many professional educators now working in the nonpublic schools (private and parochial) hold or aspire to 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 effects of creating a regulatory system that sets forth clear, strong standards for teacher preparing programs are foreseen.

(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 teacher education personnel at the 89 colleges and universities which prepare teachers 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 were involved, if applicable.

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

The Department will schedule public hearings on the proposed standards and offer opportunities for interested persons to submit written comments and suggestions regarding the proposed standards. Testimony by written request also will be offered. Concerned groups include the professional education organizations, school district administrators, postsecondary school administrators, 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 educator license/certification:

- A. 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 teacher 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 proposal writers from institutions preparing 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	10,000	10,000	10,000	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 proposal writers (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 upon the efforts to periodically evaluate and upgrade those programs that institutions use to prepare teachers to serve in the public schools. The regulations are not expected to have an adverse effect. This is an opportunity to improve teacher preparation programs, which will benefit the students, the schools and the taxpayer. The annual costs associated with the proposal 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 proposed 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 teacher certification standards, there are no federal standards to be met. There is no national certification offered nor national exams for this type of 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 certification of teachers, 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. These regulations will confirm Pennsylvania's position of leadership in teacher preparation.

(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 proposed regulations 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 will be held in accordance with the schedule to be provided in the PA Bulletin.

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 would 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 institutions which offer teacher training programs. These include areas such as special needs students, AIDS education, and special studies relating to inner city children as well as rural educational concerns. Specialized content areas are added to the curriculum, experiences are made available for students and special assessment activities have been developed to measure the success of the candidates in these and other areas.

(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 proposed standards will be upon publication as Final Rule Making in the Pennsylvania Bulletin. Teacher 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 Board every 10 years (under 49.51). The proposed 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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99 JUN 23 PM 3:00

LEGISLATIVE REFERENCE BUREAU
HEALTH DIVISION

2039

DO NOT WRITE IN THIS SPACE

<p>Copy below is hereby approved as to form and legality. Attorney General.</p> <p>BY: <u>[Signature]</u> (DEPUTY ATTORNEY GENERAL)</p> <p><u>JUN 14 1999</u> 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><u>Department of Education</u> (AGENCY)</p> <p>DOCUMENT/FISCAL NOTE NO. <u>6-264</u></p> <p>DATE OF ADOPTION: _____</p> <p>BY: <u>[Signature]</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>[Signature]</u></p> <p><u>4/19/99</u> 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 days after submission.</p>
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Proposed Rulemaking
Department of Education
Title 22 - Education
Chapter 354
General Standards and Procedures for Institutional
Preparation of Professional Educators

Preamble
Proposed Rule Making
Department of Education
[22 PA Code Ch 354]
General Standards and Procedures for Institutional Preparation
of Professional Educators

The Department of Education proposes to amend 22 PA Code by adding a new Chapter 354 (relating to the preparation of professional educators) under 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, 1201 through 1214, 2603-B and 2604-B of the Public School Code of 1949 (Code), as amended, (24 P.S. §§11-1109, 11-1141, 12-1201 through 12-1214, 26-2603-B and 26-2604-B).

Purpose

The proposed new Chapter 354 sets forth the basic rules for the preparation of professional educators in this Commonwealth. The proposed rules 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 Pennsylvania's public schools that institutions preparing professional educators maintain the highest standards of academic excellence. Accordingly, to be authorized to conduct educator preparation programs in the Commonwealth of Pennsylvania, institutions and any of their off-campus centers must meet the requirements set forth in this proposed rulemaking.

The proposed new Section 354.12 (relating to program approval procedures) re-affirms the Department's authority to evaluate and deny or approve professional educator programs at institutions of higher education. This section also establishes a 5 year time interval for complete professional educator program reviews.

The proposed new Section 354.13 (relating to standards) defines those categories of operation of professional educator preparation programs and establishes the standards for both initial and advanced professional educator preparation programs.

Section 354.23 (relating to reports) requires certain reports to be submitted to the Department, applicants, current students, and the State Board of Education. Section 354.24 (relating to general studies) defines the minimum general studies requirements for candidates for professional educator certification.

Section 354.25 (relating to academic competence) 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. The section also defines the minimum grade point average (GPA) which candidates must maintain and requires that general studies and studies in the academic disciplines shall be the same as for a Bachelor of Arts or Bachelor of Science degree with a major in these disciplines. Section 354.26 (relating to preparation program curriculum) requires the professional educator program to be designed 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 354.27 (relating to collaborative programs) defines the collaborative association that institutions with approved professional educator programs must establish. Subsection (c) of this section requires teacher preparing institutions to provide on-going support to novice educators in cooperation with public school entities during their induction period and subsection (d) requires cooperative efforts between teacher preparation programs and public school entities in the development and implementation of appropriate alternative certification programs. Section 354.31 (relating to admission to a professional educator program) defines the criteria for admission to professional educator programs and establishes the required GPA for admission.

Section 354.32 (relating to monitoring and assessment) creates a systematic monitoring requirement based on performance assessment to measure competencies in several skills. Section 354.33 (relating to professional competency) requires development of a procedure to confirm a candidate's competence to begin his or her professional role prior to recommendation for professional educator certification.

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.

Affected Parties

All persons who intend to pursue initial professional educator certification and all teacher education personnel at the 89 colleges and universities which prepare teachers in Pennsylvania will be required to comply. Additionally, any college or university which has an approved teacher education program or seeks to offer an approved program will be required to comply.

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 which offer teacher certification programs are 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.

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 proposal writers from institutions preparing self-studies for accreditation. These expenditures will be from Department of Education general operating funds, with an

approximate cost of \$30,000 to \$50,000, spread over three years. Costs to maintain the program approval process would be comparable to already existing costs which have been approximately \$300,000 per year.

Effective Date

The proposed standards will take effect upon publication as Final Rule Making 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 Standards 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 these proposed amendments to the Independent Regulatory Review Commission (IRRC) and to the Chairperson of the House and Senate Committees on Education. In addition to submitting the proposed amendments, the agency 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.

If the Committees have objections to any portion of the proposed amendments, they will notify the agency within 20 days of the close of the public comment period. If IRRC has objections to any portion of the proposed amendments, it will notify the agency within 10 days of the close of the Committees' comment period. The notification shall specify the regulatory review criteria which

have not been met by that portion. The Regulatory Review Act specifies detailed procedures for review by the Department, the Governor and the General Assembly before publication of the regulation.

Public Comments, Hearings and Contact Person

Public Comments: Interested persons are invited to submit written comments, suggestions or objections regarding this proposal to Samuel G. Marcus, Higher Education Associate, Bureau of Teacher Preparation and Certification, 333 Market Street, Harrisburg, PA 17126-0333 within 30 days following publication in the Pennsylvania Bulletin.

Hearings: Notice is hereby given that the Pennsylvania Department of Education has scheduled a series of three public hearings to receive testimony from interested parties regarding their views and recommendations on these proposed standards.

The hearings will be held in the Harrisburg, Allentown, and Indiana areas from 9:00 a.m. until 5:00 p.m. as follows:

July 14, 1999

Pennsylvania 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

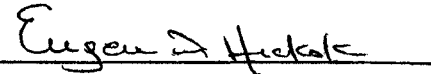
Arin Intermediate Unit 28
Meeting Room
2895 Route 422 West
Indiana, PA 15701-8300

Oral testimonies will be limited to 10 minutes. 25 copies of written text of oral testimony are requested. Organizations are required to submit one combined testimony through a single witness and statement. Persons interested in appearing and presenting testimony on July 14, 20 or 27 should telephone the Division of Teacher Education at (717) 787-3470 no later than 4:00 p.m. July 8, 1999. Appearances will be scheduled on first-come, first-served basis.

Persons unable to appear to present testimony are invited to submit written testimony which will be afforded the same consideration by the Department as oral testimony. Written testimony, along with 25 copies should be submitted to the Division of Teacher Education, 333 Market Street, Harrisburg, PA 17126-0333. Written testimony will not be accepted after 4:00 p.m. August 2, 1999.

Persons with a disability needing special accommodations to attend the hearings may contact Mr. Marcus at the above address and telephone number at least 24 hours in advance so that arrangements can be made.

Alternative formats of this proposed rulemaking are available upon request. Persons needing additional information regarding this proposal may contact Mr. Marcus at telephone number (717) 787-3470. Persons with disabilities needing an alternative means of providing public comment may make arrangements by calling Mr. Marcus at (717) 787-3470 or TDD (717) 772-2864. Alternative formats of the proposed amendments (e.g. braille, large print, cassette tape) can be made available to members of the public upon request to Mr. Marcus at the telephone and TDD numbers listed above.



Eugene W. Hickok

Secretary of Education

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

General Standards and Procedures for Institutional Preparation of Professional Educators

Note: This regulation is an entirely new regulation. Underlining has been omitted for ease of reading.

§354.1 Definitions.

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 additional areas of certification or supervisor, administrative or educational specialist certification.

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.

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 non-sectarian schools, colleges and universities.

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

Field experiences--Programs that provide prospective professional educator candidates with opportunities, prior to student teaching, internship, or clinical experiences to observe and participate in activities including: observing, tutoring, miniteaching, lesson planning and evaluating student performance, which may take place in a laboratory setting, in public schools or community organizations.

General standards--The overall standards that must be met in order for an institution to be approved to conduct professional educator programs in the Commonwealth.

General studies--Coursework in the arts, communications, history, literature, mathematics, philosophy, 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 Pennsylvania public schools, 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 has been approved by the Department to conduct professional educator preparation programs.

Professional educator--Teachers, educational specialists, supervisors, and professional administrators employed in the Commonwealth public schools.

Professional educator courses—Courses of study of theoretical and practical knowledge in: humanistic and behavioral foundations of education, structure, function and purpose of educational institutions in our society; methods and materials of instruction appropriate to the elementary or secondary level or both; and, directed practice of teaching in educational positions under institutional supervision at the level for which a certificate is granted.

Specific professional educator program standards—Department-defined competencies and course content for specific professional educator certification programs.

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.

Candidates for admission to a professional educator program and for a career in Pennsylvania public schools must have a proven record of high academic achievement, and their professional educator curriculum must prepare them to master both the content and the teaching methodology of their discipline. In the interest of the students in Pennsylvania's public schools, institutions of higher education that prepare professional educators must maintain the highest standards of academic excellence in order to receive and maintain Department approval to conduct programs leading to Pennsylvania public school certification.

GENERAL

§354.11 Minimum requirements for approval.

(a) To be authorized to conduct preparation programs in the Commonwealth of Pennsylvania, institutions and any of their off-campus centers must meet the following requirements:

- (1) Be approved as a baccalaureate and/or graduate degree-granting institution by the Department.
- (2) Be evaluated and approved by the Department to offer specific programs leading to professional educator certification in accordance with the general standards contained in this Chapter and the specific professional educator program standards established by the Department.

§354.12 Approval procedures.

- (a) The Department may deny or withdraw approval from preparing institutions for failure to meet the requirements outlined in subsection §354.11 (a) 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 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 five-year intervals.
- (c) Evaluation teams shall be appointed by the Department and shall 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. Such 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 relevant general standards contained in this Chapter and specific professional educator program standards.

§354.13 Standards.

The following standards shall be used to evaluate institutions seeking initial approval or maintaining approval to prepare professional educators for Pennsylvania public school certification: Category I--Program Design, Category II--Candidates, and Category III--Faculty.

CATEGORY I-PROGRAM DESIGN

§354.21 Mission.

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

- (a) The mission statement is cooperatively developed by faculty, candidates, and other members of the professional community and documented under this section.

- (b) The professional educator program demonstrates coherence between the unit's mission, the Pennsylvania Academic Standards, courses, field experiences, instruction, evaluation, required candidate competencies, 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.

§354.23 Unit Reporting.

- (a) The unit shall submit biennially to the Department, a systematic evaluation, which includes information obtained through the following sources:
 - (1) Candidate assessment.
 - (2) Collection of data from candidates.
 - (3) Data from recent graduates.
 - (4) Other members of the professional community.

- (b) The unit shall demonstrate that the result of the systemic evaluation, as specified in subsection (a), fosters candidate achievement through the modification and improvement of the unit's overall program design.
- (c) The unit shall annually compile and make available to applicants, current students, the Department and the State Board of Education information concerning the placement of its graduates. This information shall include the following placement rates:
 - (1) Graduates in teaching, educational specialists, and educational administration positions in Pennsylvania.
 - (2) Other states outside Pennsylvania.
 - (3) Other professions, to be categorized by type of employment.

§354.24 General studies.

- (a) The unit shall have a planned and thorough procedure to confirm that candidates have met the requirements for academic achievement, college level general studies courses, experiences in the liberal arts and sciences, and have developed theoretical and practical knowledge prior to formal acceptance into a professional education program.
- (b) General studies must include the following:
 - (1) No less than six semester hour credits (or the equivalent) in college level mathematics.

- (2) No less than six semester hour credits (or the equivalent) in college level English composition and literature.

§354.25 Academic competence.

- (a) The unit shall have a planned thorough procedure to confirm that professional educator candidates maintain academic competence in the academic disciplines that the candidates plan to teach or in the academic disciplines related to the educational specialities in which they plan to serve. 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, values, 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 specialities 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) Candidates whose preparation program culminates in a bachelor's degree or higher shall maintain a minimum grade point average in each academic discipline the candidate plans to teach or in the academic disciplines related to the educational specialities in which the candidate plans to serve, as follows:

- (i) Academic Year (first year after the effective date for these standards)

2.6 GPA

- (ii) Academic Year (second " " " " ") 2.8 GPA

- (iii) Academic Year (third “ ” “ ” “) 3.0 GPA
- (iv) Future Academic Years 3.0 GPA

- (b) For preparation programs culminating in a bachelor’s degree or higher, general studies courses under section 354.24 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 candidate intends to teach. 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 area shall meet the requirements set forth in subsection (c) in the major area and for each additional area that the candidate plans to serve.

§354.26 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 students learn. 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 mission, reflect knowledge derived from research and sound professional practice, and be of high quality.

- (2) The unit 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 preparation.
 - (3) Candidates shall complete a well-planned and efficient sequence of courses or experiences or both in professional studies and pedagogical studies.
 - (4) The unit 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 pursuing an initial area of certification requiring a degree to complete the degree within four years from the time of initial enrollment at the college or university.
- (b) The preparation program developed by the unit shall be designed to enable candidates to integrate general and academic studies, with professional and pedagogical knowledge to teach, guide, and assist public school students in achieving the Pennsylvania Academic Standards.
- (c) The preparation program developed by the unit shall be designed to ensure that candidates become competent teachers or professional educators. Demonstration of this standard includes the following:
- (1) Programs for the continuing preparation of teachers or other professional school personnel build upon and extend prior knowledge and experiences of students including core studies of learning and practices that support learning.
 - (2) Pennsylvania Academic Standards and specific professional educator program standards are used in developing programs in each academic area.

- (3) Programs are designed to ensure students 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 section 354.21. 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 the program design to actual practice in classrooms and schools.
 - (ii) Create meaningful learning experiences for all students.
 - (iii) Study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.
 - (2) Field experiences shall be fully supported by unit faculty, include frequent observation and consultation with supervising teachers and public school administrators trained in the institution's education philosophy, encourage reflection by candidates, and include evaluation and feedback from higher education faculty, public school faculty, and peers.
 - (3) Field experiences, which shall begin no later than 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.

§354.27 Collaborative programs.

- (a) The unit 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:

- (1) Faculty who teach general and academic studies, professional and pedagogical studies shall regularly collaborate in program planning and evaluation of all facets of the curriculum.
- (2) The unit shall develop agreements with public schools and cooperating professionals 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.
 - (iii) Cooperating teachers are trained by the unit to assist, guide, and evaluate the performance of student teachers and individuals who are serving in a clinical experience or internship.

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

CATEGORY II-CANDIDATES

§354.31 Admission.

- (a) There shall be documentation that the unit recruits, admits, and retains candidates 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 seeking admission.
 - (2) A candidate whose preparation program culminates in a bachelor's degree or higher shall not be formally admitted to initial professional educator preparation programs before completion of three semesters of full-time (48 credits) or full-time equivalent college level study.

- (3) The criteria for admission to teacher preparation programs are based on multiple sources of data which include:
- (i) An assessment of academic proficiency.
 - (ii) College entrance examinations.
 - (iii) Faculty recommendations.
 - (iv) Biographical information.
- (4) A candidate admitted to initial teacher preparation programs and whose preparation program culminates in a bachelor's degree or higher shall complete prior college or university coursework, exclusive of professional education courses, with a minimum grade point average (GPA) as follows:
- (i) Academic Year (first year after the effective date for these standards):
2.6 GPA
 - (ii) Academic Year (second " " " " ") 2.8 GPA
 - (iii) Academic Year (third " " " " ") 3.0 GPA
 - (iv) Future Academic Years 3.0 GPA
 - (v) As an alternative to the 3.0 GPA admissions standard, candidates 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 per cent of candidates for admission to the program who do not meet the minimum GPA, including the phase-in years defined in section 354.31(4), if exceptional circumstances justify admission.

- (6) The criteria for admission to advanced programs shall include at least the following:
- (i) An assessment of academic proficiency (e.g., the Miller Analogy Test (MAT), Graduate Record Exam (GRE)).
 - (ii) A minimum of 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 may accept up to 10 per cent of candidates for admission to the program who do not meet the minimum criteria in paragraph (6), if exceptional circumstances justify admission.
- (8) The unit shall develop admission procedures for post-baccalaureate initial and advanced professional educator preparation programs to confirm the following:
- (i) That candidates have attained appropriate depth and breadth in both general and academic studies under sections 354.24, 354.25 and 354.26.
 - (ii) That incentives and affirmative procedures attract candidates with high academic and other qualifications.
 - (iii) That admission decisions are monitored by the unit to ensure that the admissions criteria are applied.
 - (iv) That the unit seeks to recruit, admit, and retain a diverse student body.

§354.32 Monitoring and assessment.

(a) The unit shall develop 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.

(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 use of various instructional strategies and technologies.
- (iv) Faculty recommendations.
- (v) Demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, research and concept papers).
- (vi) Recommendations from appropriate professionals such as cooperating teachers and supervisors in pre-K through 12.

(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.

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

- (i) Completing their professional education programs.
- (ii) Satisfying state certification requirements under Chapter 49.
- (iii) Obtaining social and psychological counseling services.
- (iv) Exploring job opportunities.

§354.33 Professional competency.

- (a) The unit shall develop 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 shall establish and publish a set of criteria and competencies for exit from each professional education program, which are based on the Pennsylvania Academic Standards and specific professional educator program standards.
 - (2) The unit shall establish a procedure to confirm that a candidate's mastery of a program's stated exit criteria and competencies is assessed through the use of multiple sources of data such as: 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.
 - (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 in which they plan to serve.
 - (5) An acceptable percentage of candidates, as determined by the Secretary of Education and the State Board of Education, shall achieve at a satisfactory level

on Pennsylvania standardized performance assessments required for certification under Chapter 49.

CATEGORY III-FACULTY

§354.41 Faculty Quality.

- (a) The unit 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 shall provide documentation to confirm that the unit seeks to recruit, hire, and retain a diverse faculty.
- (c) The unit shall establish a comprehensive plan to confirm that there are systematic and comprehensive activities to enhance and assess the competence and intellectual vitality of the faculty.



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

SECRETARY OF EDUCATION

717-787-5820

June 23, 1999

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

Dear Mr. Nyce:

Enclosed are copies of proposed standards for review by your Commission pursuant to the Regulatory Review Act. The proposed standards, Chapter 354, relate to General Standards and Procedures for Institutional Preparation of Professional Educators.

The Regulatory Review Act provides that the Commission must, within 10 days from the closing date of the Committees' review period, submit comments to the Department regarding the standards. We anticipate that the standards will be published in the Pennsylvania Bulletin on July 3, 1999.

The Department of Education will provide your Commission with any assistance you may require to facilitate a thorough review of these proposed standards.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in cursive script that reads "Eugene W. Hickok".

Eugene W. Hickok

cc: James Sheehan, Esq.

**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE
REGULATORY REVIEW ACT**

I.D. NUMBER: 2-264
SUBJECT: General Standards and Procedures for Institutional Preparation of Professional Educators
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

RECEIVED
 DEPARTMENT OF EDUCATION
 09 JUN 23 PM 3:00
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FILING OF REGULATION

DATE	SIGNATURE	DESIGNATION
6/23	<i>[Signature]</i>	HOUSE COMMITTEE ON EDUCATION
6/23	<i>[Signature]</i>	
6/23	<i>[Signature]</i>	SENATE COMMITTEE ON EDUCATION
6/23	<i>[Signature]</i>	
6/23	<i>[Signature]</i>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL
6/23	<i>[Signature]</i>	LEGISLATIVE REFERENCE BUREAU

June 15, 1999