

PACTE
Certification Monitoring Task Force

Memorandum

To: Chris Markam, IRRC

Original: 2039

From: Ranny Singiser, Chair *RS*

Re: Chapter 354 - PACTE Proposal

Date: June 28, 2000

As per our telephone conversation on this date I am providing you with a copy of the proposal submitted to the State Board of Education on April 7, 2000. This proposal was a result of an invitation to provide a written response to the proposed Chapter 354 then before the State Board of Education. A copy of this document was shared with Sen. Rhoades and Rep. Stairs on the same date.

I am providing this document at the request of John Butzow, President of PACTE, which I received from Jim Flynn, Executive Secretary. If I can provide any additional information please feel free to contact me at 717/766-5076 or <<rsingiser@aol.com>>

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STATE BOARD OF
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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.

Academic discipline(s) that the candidates plan to teach--A major in the content area.

Academic discipline(s) related to the certificate category in which candidates plan to serve-- Coursework in the academic discipline(s) supporting teaching in a more broadly defined certification area (e.g. elementary education (mathematics, natural sciences, social sciences, language arts); social studies (social sciences); general science (natural sciences), counseling (psychology, sociology)).

Academic preparation courses--At least 6 semester hour credits (or the equivalent) in college level mathematics and 6 semester hour credits (or the equivalent) in college level English (composition and related subjects).

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 pursue additional areas of certification or supervisory, administrative, or letter of eligibility.

Applicant--An individual seeking admission to a program for the initial or advanced preparation of professional educators.

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

Cumulative grade point average (GPA)--The arithmetic mean of all earned grades.

Disposition -- Teaching dispositions are the attitudes that guide teachers interactions with their students and influence planning and delivery of instruction.

Field experiences--Off-campus activities that provide 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. Such activities include: observing, tutoring, mini-teaching, lesson planning and evaluating student performance and may take place in public, or non-public schools or community organizations.

General studies--Coursework in the arts, language and literature, history, 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.

Non-instructional certificate category--Any certificate other than instructional (e.g. principal, superintendent, guidance counselor).

Preparing institution--A college or university that offers a program approved by the Department to prepare professional personnel for employment in the public schools in accordance with 22 Pa. Code Chapter 49.

Professional educator -- An individual who holds Pennsylvania certification issued in accordance with 22 Pa. Code 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 performing in educational positions under institutional supervision in the category for which a certificate is granted.

Specific professional educator program guidelines -- Department-defined competencies and course content for specific professional educator certification programs pursuant to 22 Pa. Code 49.

§354.2 Purpose.

- (a) To establish the standards for institutional program approval.
- (b) To provide standards that ensure that candidates demonstrate knowledge, performances, and dispositions appropriate to the initial or advanced level of certification.

GENERAL

§354.11 Minimum requirements for approval.

To be authorized to conduct preparation programs in this Commonwealth, a preparing institution and any of their 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 institution by the Department under 22 Pa. Code 31.52 (relating to accreditation).
- (2) Be evaluated and approved by the Department to offer specific programs leading to professional educator certification under 22 Pa. Code § 49.14 (relating to approval of programs), and in accordance with the general standards contained in this chapter and the specific professional educator program guidelines established by the Department.

§354.12 Program approval.

- (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 22 Pa. Code § 49.13(d) (relating to policies).

- (b) The Department will approve new programs and proposed changes to existing programs consistent with 22. Pa. Code § 49.14 (relating to approval of institutions), general standards contained in this chapter, and specific professional educator program 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 specific professional educator program 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).
- (f) The Department may withdraw approval from preparing institutions for failure to ensure that an acceptable percentage of candidates, as determined by the Secretary and State Board of Education, obtain satisfactory achievement levels on all assessments required for certification under 22 Pa. Code § 49.18.

§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:

- (1) Category I--Program Design.
- (2) Category II--Applicants and Candidates.
- (3) Category III--Faculty.
- (4) Category IV--Professional Performances.

CATEGORY I--PROGRAM DESIGN

§354.21 Mission.

The professional educator program shall have a clearly articulated mission statement that is based on the needs of professional educator candidates, public school entities and students. The evidence required to satisfy this standard should demonstrate that:

- (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 among the mission statement, academic standards as found in 22 Pa. Code Chapter 4, 22 Pa. Code Chapter 49, professional educator courses, field experiences, instruction, evaluation, required candidate competencies and skill dimensions defined in §354.32 (relating to monitoring and assessment), and is in compliance with this chapter.

§354.23 Preparing institution reporting.

- (a) The preparing institution shall submit annually to the Department a systematic evaluation that includes information obtained through the following sources:
 - (1) Candidate assessment as defined in 20 U.S.C. § 207(f)(1)(A).
 - (2) Collection of data from candidates as defined in 20 U.S.C. § 207(f)(1)(B).
- (b) The preparing institution shall demonstrate that the result of the systematic evaluation of the professional educator program, as specified in subsection (a) and as collected systematically from the school and business communities, is utilized to enhance candidate achievement through the modification and improvement of the preparing institution's overall professional educator program.

§354.24 Academic preparation.

- (a) The preparing institution shall have a procedure to document that applicants for admission to initial and advanced preparation programs which culminate in a bachelor's degree or higher have met the requirements for academic preparation and academic performance prior to admission into a professional education program.
- (b) 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 related subjects).

§354.25 Academic performance.

- (a) The preparing institution shall have a procedure to confirm that professional educator candidates maintain academic performance in each academic discipline that the candidates plan to teach or in the academic discipline related to the certificate category in which they plan to serve and in the professional educator courses related to the certificate category the candidates intend to earn.
- (b) Candidates whose initial preparation program culminates in a bachelor's degree or higher shall demonstrate that they have met all of the program competencies identified for their certification area(s).
- (c) 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 (b) and for each area that the candidates plan to serve.
- (d) For initial preparation programs conducted under 22 Pa. Code §49.91 (relating to intern certificates), candidates for certification shall meet the requirements of this section and § 354.24 (relating to academic preparation).

§354.26 Preparation program curriculum.

- (a) The preparation program shall be ensure that candidates demonstrate the knowledge, performance, dispositions identified by the State Board of Education for acceptable

- professional performance in 22 Pa. Code Chapter 49 and in the specific professional educator program guidelines.
- (1) The preparation program design shall be consistent with the preparing institution's mission, and reflect knowledge derived from research and sound professional practice.
 - (2) The preparing institution shall ensure that the preparation program curriculum does not include unnecessary duplication of course work and strives to create efficient professional educator preparation.
 - (3) The preparing institution shall ensure that candidates complete a well planned sequence of professional educator courses and field experiences to develop 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 discipline(s) related to the certificate category in which candidates plan to serve.
 - (4) For initial programs conducted under 22 Pa. Code §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 22 Pa. Code §49.92 (relating to validity).
- (b) The preparation program shall enable candidates to integrate general and specialized coursework with professional and pedagogical coursework to teach, guide, and assist students in achieving the academic standards under 22 Pa. Code Chapter 4 (relating to academic standards and assessments), and to become effective teachers of literacy in all academic disciplines.
 - (c) The preparation program for teachers of early childhood, elementary, middle level and secondary students shall prepare educators adept at applying effective practices based on empirical and research-based studies.
 - (d) The preparation program shall ensure that candidates become competent entry level professional educators by requiring that evidence of their skill be gathered through performance-based assessment techniques.
 - (e) The professional educator program shall have sequential field experiences that may begin as early as the initial semester of college enrollment. Field experiences shall:
 - (1) Provide candidates with the opportunity to apply principles and theories from the program to actual practice in classrooms and schools.
 - (2) Provide candidates with the opportunity to study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.
 - (3) Include frequent observation and consultation with cooperating teachers and public school administrators fluent in the institution's education philosophy and which encourages reflective and purposeful introspection, and professional discourse.
 - (4) Be fully supported by preparing institution's faculty.
 - (5) Be an integrated part of the professional education curriculum and shall be consistent with the overall program design.

- (6) Include evaluation and feedback from higher education faculty, public 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.
 - (ii) Have at least 3 years of satisfactory certificated teaching experience.
 - (iii) Have at least one year of certificated teaching experience in the school entity where the student teacher is placed.

§354.27 Collaborative programs.

- (a) The 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 preparing institution shall demonstrate that:
 - (1) 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 preparing institution develops agreements with public schools and cooperating professional 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 learning principles as defined in Chapter 49, including §§ 49.42, 49.81, 49.101, 49.111, 49.121, 49.131, 49.142, 49.151, and 49.161.
 - (iii) Cooperating professional educators involved in student teaching, internships, and clinical experiences are trained by the 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 preparing institution shall develop collaborative relationships, programs, and projects with public schools, their faculties, and other appropriate public school personnel to develop and refine knowledge bases, to consult, to conduct research, and to improve the quality of education.
- (c) The preparing institution shall provide ongoing support to novice educators in partnership with public schools during their induction period, including observation, consultation and assistance as provided for in 22 Pa. Code §§ 49.14 (4) (ix) and 49.16 (c)

CATEGORY II--APPLICANTS AND CANDIDATES

§354.31 Admission.

- (a) The preparing institution shall recruit and admit applicants who demonstrate potential for professional success in public schools. It shall design a comprehensive system to assess the qualifications of applicants seeking admission to preparation programs under the following guidelines:
- (1) The evaluation of candidates seeking formal admission to a preparation program that culminates in a bachelor's degree should occur no earlier than upon the completion of 48 semester credit hours or the full-time equivalent of college level study.
 - (2) Criteria for admission to a teacher preparation program shall include at least the following:
 - (i) An assessment of academic preparation under §354.24 (relating to academic preparation).
 - (ii) An assessment of academic performance under subsection 4 (relating to prior college or university coursework) and subsection 6 (relating to prior professional educator coursework).
 - (iii) Faculty recommendations.
 - (iv) Performance assessment against the program requirements defined by the preparing institution in its Department approved comprehensive plan and system for candidate evaluation at this stage of the candidates' development.
 - (v) Passing scores on the Pre-Professional Skills Tests in reading, writing, listening, and mathematics with passing scores to be set by the Secretary after consultation with the Board, teachers, administrators, and teacher educators.
 - (vi) Completion of previous college coursework with the minimum cumulative grade point average as defined by the college or university in its Department approved plan for candidate evaluation and matched to institutional and student body characteristics.
 - (3) The criteria for admission to advanced preparation programs shall include at least the following:
 - (i) An assessment of academic performance – such as the Miller Analogy Test (MAT), the Graduate Record Exam (GRE), or Praxis II series.
 - (ii) Completion of an initial preparation program.
 - (iii) Faculty and professional recommendations.
 - (iv) Record of competence and effectiveness in professional work.
 - (v) Graduation from a regionally accredited college or university.
 - (4) The preparing institution shall develop admission procedures for post-baccalaureate initial and advanced professional educator preparation programs to document the following indicators are met:

- (i) Applicants have attained depth and breadth in both general and academic studies under §§ 354.24 through 354.26 (relating to academic preparation; academic competence; and preparation program curriculum).
- (ii) Admission decisions are monitored by the preparing institution to ensure that the admissions criteria are applied.
- (iii) The preparing institution seeks to recruit, admit, and retain a diverse student body.

§354.32 Monitoring and assessment.

- (a) The preparing institution shall have a program that systematically monitors and assesses the progress of candidates and confirms that they receive academic and professional counseling and advice from the time of admission through completion of their professional program.
- (b) The progress of candidates at different stages of the program shall be monitored through performance-based assessments against benchmarks set by the institution in its PDE approved design for evaluation of candidate progress toward meeting the general competencies of 22 Pa. Code Chapter 49 and the institutional sub-competencies supporting them.
- (c) The following competencies must be evaluated as their measurement becomes appropriate:
 - (1) 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 students.
 - (2) The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.
 - (3) 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.
 - (4) 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.
 - (5) 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.
 - (6) 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.
 - (7) The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
 - (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
 - (9) 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.

- (10) 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.

The standards and the knowledge, performances, and dispositions are identified in their entirety in Category IV: Professional Performances.

- (d) Assessment of candidates' progress shall be based on multiple data sources that include the following:
 - (1) Cumulative grade point average.
 - (2) Observations of field experience, student teaching, internship and clinical experience performance.
 - (3) Candidates' use of various instructional strategies and technologies.
 - (4) Faculty recommendations.
 - (5) Demonstrated competence in academic and professional educator coursework (for example, portfolios, performance assessments, research and concept papers).
 - (6) Recommendations from cooperating professional educators involved in student teaching, internships, and clinical experiences.
- (e) The preparing institution shall, through publications and faculty advisement, provide candidates with clear information about institutional policies and requirements for:
 - (1) Completing their professional education programs.
 - (2) Satisfying certification requirements under 22 Pa Code Chapter 49 (relating to certification of professional personnel).

§354.33 Professional competency.

The preparing institution shall 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.

- (a) Preparing institutions shall maintain and provide documentation that they approve candidates for certification who meet all state and institutional performance standards.
- (b) The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, which are based on 22 Pa. Code Chapter 4, 22 Pa. Code Chapter 49, and specific professional educator program guidelines.
- (c) The knowledge, performances, and dispositions of all ten competencies as referenced in §354.32(c) must be demonstrated and documented during student teaching. This documentation must include regular observation and evaluation by cooperating teachers and college and university supervisors and reflection by the candidate.
- (d) Institutions shall require candidates to present a professional portfolio in electronic or paper form that provides clear evidence that they have met all program competencies required by their particular program. Portfolios shall be presented publicly and evaluated formally.

Evaluation teams shall be representative of the institution and of the profession and those who support it.

- (e) Institutions are encouraged to include multiple sources of data. That is, institutions may set other criteria which they find to be illuminating and useful in evaluating the knowledge, skills, and dispositions of program candidates. These may include: cumulative grade point average; scores on tests of general content knowledge and the ability to communicate; health clearances; criminal record clearances; letters of reference; evaluations of volunteer, work and field experiences; writing samples; and other appropriate exhibits. Any required elements must be specified in advance by the institution as part of its PDE approved candidate evaluation process.
- (f) 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.
- (g) Candidates shall have earned passing scores on the appropriate Praxis II subject area assessment, on the appropriate Principles of Learning and Teaching test, and on the Elementary School: Content Knowledge test, if required.
- (h) The preparing institution shall ensure that candidates in initial programs culminating in a bachelor's degree or higher complete the program with a minimum cumulative grade point average of 3.0 on a 4.0 scale. This minimum shall apply to candidates who begin their matriculation at a preparing institution in the Fall semester at least one year after the effective date of this chapter.

CATEGORY III--FACULTY

§354.41 Faculty Quality.

- (a) The preparing institution shall 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 preparing institution shall confirm efforts to recruit, hire, and retain a diverse faculty.
- (c) The preparing institution shall have a systematic and comprehensive plan to enhance and assess the competence and intellectual vitality of its faculty.
- (d) The preparing institution shall provide evidence that its 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.

CATEGORY IV--PROFESSIONAL PERFORMANCE

§354.45 Standards: knowledge, performances, and dispositions

The standards detailed in 22 Pa. Code §49.81 and the knowledge, performances, and dispositions associated with each are included as Appendix A.

Appendix A

Standard #1: Knowledge of Subject Matter--The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

(Detailed standards for discipline-based knowledge will be included in the *Guidelines for Professional Educators*)

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he teaches.

The teacher understands how students' conceptual frameworks for an area of knowledge, conceptions, and misconceptions can influence their learning.

The teacher can relate her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) she teaches and see connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret

ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Standard #2: Knowledge of Human Development and Learning--The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Knowledge

The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth and errors as an opportunity for learning.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3: Adapting Instruction for Individual Needs--The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design

instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher bring multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Standard #4: Multiple Instructional Strategies--The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Standard #5: Classroom Motivation and Management Skills--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.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational

sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decisionmaking, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Standard #6: Communication Skills--The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values all of the ways in which people communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Standard #7: Instructional Planning Skills--The teacher plans instruction based upon knowledge

of subject matter, students, the community, and curriculum goals.

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes, e.g., aural, visual, kinesthetic.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Standard #8: Assessment of Student Learning--The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and evaluations of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Standard #9: Professional Commitment and Responsibility--The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influence on students' growth and learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for

professional learning (e.g., professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an on-going process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard #10: Partnerships--The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which he or she works.

The teacher understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, teachers of other classes and activities within the schools, counselors, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community.



The Pennsylvania Association of Colleges and Teacher Educators

State Unit of

The Association of Teacher Educators &
The American Association of Colleges for Teacher Education

Original: 2039

June 13, 2000

The Honorable James Rhoades
Chair, Senate Education Committee
Room 350, Capitol
Harrisburg, PA 17120

Dear Senator Rhoades:

We have recently been informed of the pending discussion and possible action by the Senate Education Committee on the proposed 22 Pa. Code, Chapter 354 (General Standards and Procedures for Institutional Preparation of Professional Educators). As you are aware, the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) has had a long standing interest in the proposed standards and has on numerous occasions offered written and verbal comments to the State Board of Education. Although there have been some modifications made to the original document over the past two years, and PAC-TE has acquiesced on the key issue of exit standards, we believe there is a major defect in the proposed standards and we are appealing to your committee, the Senate Education Committee, and the Independent Regulatory Review Commission to reject the final-form document.

Our organization has a number of very serious concerns about Chapter 354, particularly related to the standards for admission to institutions' teacher education programs (§345.31). First, we question the legitimacy of the State Board of Education in setting entrance requirements for prospective teachers. Are there other professional preparation programs for which a governmental agency determines who will be permitted to continue beyond the third semester of their college career? Have we legislated against students in the fields of engineering, social work, business, computer science, arts and humanities who have not maintained a 3.0 GPA in their first three semesters, or does this continue to fall under the purview of the preparing institution? We fully recognize the authority of the State Board of Education to establish licensure requirements at the culmination of professional programs, but to usurp the rights of institutions (private, state related and state supported) to establish standards for matriculation is unacceptable.

PAC-TE continues to oppose the 3.0 grade point average for entrance into teacher preparation programs based on several additional factors. Since the grade point average is to be calculated at the conclusion of the student's third semester of enrollment, it will be based largely upon the student's grades in general education courses rather than courses in the major field and professional education. Historically, students have demonstrated greater academic proficiency in the courses which are of greater interest and are more integrally linked to their chosen profession. In addition, students frequently need a period of time to adjust to the expectations of college academics and the unfamiliar environment of campus life. The current proposal does not provide time for such adjustments, but rather requires 90% (3.0 GPA) mastery during this initial experience at a college or university.

We live in a time when it is increasingly necessary and, at the same time, difficult to attract members of minority populations to the teaching profession. The proposed 3.0 GPA for admission will have a dramatically adverse effect on those students, many of whom are negatively impacted by poor high school preparation programs and need a longer time to become academically

proficient. There is already a serious deficiency in the number of minority teaching candidates, and the proposed standards will only exacerbate a bad situation and make it worse.

PAC-TE also questions the waiver proposed in §354.31(6) whereby institutions could adjust their admission requirements based on "institutional pass rate[s] on the professional knowledge and content assessment" tests. A proviso that would establish variable entrance standards from year to year is fraught with logistical problems and possibilities for litigation. We know of no research that shows a significantly positive correlation between the identified PRAXIS II test scores and the students' grade point averages at the end of their third semester.

Administrators, supervisors and professors who have spent time in the public schools and classrooms in Pennsylvania will quickly acknowledge that quality teaching can and does occur in the classrooms of teachers who were classified as "average" in college. Excellence in teaching is a result of many factors including personality characteristics and attitudinal dispositions. The current version of Chapter 354 emphasizes academic grades during the first three semesters and excludes consideration of other salient indicators of potential teacher effectiveness.

As noted earlier, PAC-TE supports the composite 3.0 GPA for program completion and licensure, and the set of "learning principles" for each certificate category (§354.33). It is our sincere hope that the Senate Education Committee, the House Education Committee, and the Independent Regulatory Review Commission will give serious consideration to PAC-TE's position on the foregoing issues. As always, we stand ready and willing to interact with members of these entities relative to these or any other issues effecting professional educator preparation in the Commonwealth of Pennsylvania.

Thank you in advance for the time and consideration you have given our position on Chapter 354.

Respectfully submitted on behalf of the officers and members of PAC-TE.

Dr. James Flynn, Executive Secretary
Dr. Ranny Singiser, Chair, Certification Monitoring Force

copy Chris Markham, Regulatory Analyst, IRRRC

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REVIEW COMMISSION

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To: Chris Markham
Regulatory Analyst, IRRC
783-2664

From: Ranny Singiser
PAC-TE

Date: June 13, 2000

Pages: 3

Re: Comments - Chapter 354

Comments:

A similar letter was delivered to Representative Jess Stairs, House Education Committee.

Gelnett, Wanda B.

From: Haas, Frederica [fhaas@mail.psea.org]
Sent: Wednesday, June 14, 2000 12:58 PM
To: 'irrc@irrc.state.pa.us'
Subject: Chapter 354 - General Standards and Procedures for Institutional Preparation of Professional Educators



Original: 2039

Testimony600.doc

<<Testimony600.doc>> Here is PSEA's commentary on the present form of Chapter 354 of the Pennsylvania Code passed by the State Board in May.

I understand that both the House and Senate Education Committees this morning declined to approve the current form. If you have any questions or need clarification, please call or email me. 255-7016.

Replace this text with disclaimer

**Chapter 354 – General Standards and Procedures for Institutional Preparation of
Professional Educators**

Commentary by the Pennsylvania State Education Association

June 13, 2000

Quality instruction and student achievement are based on two fundamental principles: that teachers know how to teach children and that they practice in environments that support and sustain their professional needs. [National Commission on Teaching, 1996]. “Many policy leaders and educators . . . agree that our educational goals for the past 100 years are inadequate for students to meet the challenges of today and tomorrow. Traditionally, schools emphasized rote learning, memorization of facts and procedures, and recall of information with little emphasis on conceptual understanding and reasoning. The global economy, the revolutions in information and technology, the rapidly changing nature of the workplace and the nature of work itself are all strong incentives for schools to produce graduates, all of whom, not merely the elite, are knowledgeable, flexible in thinking and perceiving and capable of understanding and resolving complex ideas and problems.” [Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching. 1996.] Teaching as telling and learning as giving is no longer an appropriate paradigm for educators to follow. Teaching today is the development of learning – of ensuring that students are literate, that they are skillful problem solvers and constructive and progressive critical thinkers. Teaching is also being able to measure its effectiveness.

The revisioning of schooling for educators must be focused on our world today and its changing social values. Chapter 354 presumes that higher qualification standards for educator candidates will translate into better teaching and school management practices of the kind alluded to by Dr. Danielson and the National Commission. While PSEA knows that quality teaching and effective administration could not occur without well-qualified personnel, it knows that academic qualifications are not a guarantee of worthy professional practices. Chapter 354 refers to but never *insists* on professional educators being able to engage in quality practices. It is as if the gate were more important than the

activity taking place behind it. Except for raising the qualification scores of educator candidates for entry and exit into and out of preparation, this current set of regulations gives little more than lip service to actually changing the way we prepare and license professional educators in Pennsylvania. PSEA believes fervently that Pennsylvania needs to reconceptualize how it trains aspiring educators, not because the system has failed in the past but because it is no longer sufficient to serve the nature and pace of this information age and its children. These guidelines were put together with limited input from the educational community at large and it shows. It has been tweaked and tuned through the regulatory process by this interest group or that but it ultimately reflects what the Department of Education perceives as the problem with educator preparation and certification today – it is not stocked with enough scholars. Ah, were solutions that easy!

Reforming or reconceptualizing educator preparation and certification means more than raising qualifying scores. It means identifying the results desired and designing a preparation process that supports the achievement of these results. We do not believe Chapter 354 goes that far or cuts that deep.

Chapter 354 does raise standards -- standards of process and placement, accountability and record keeping -- but stops short of demanding a demonstration of standards that get to the heart of the matter – the fundamental skills, the specialized knowledge base and the dispositions all educators need to know and do to optimize the chances for student success. Instead of defining a uniform set of expected performance standards that all candidates for certification must demonstrate and which are based on what research tells us works, Chapter 354 requires institutions to follow basically the same approval procedures as in the past but apply higher qualifying standards to their candidates. We would not argue that qualifying standards are a good step in the reform direction but they are only one step and we don't believe they are the most significant step. In order to be approved to conduct certification programs, institutions should be able to show that their certification candidates demonstrate the skills of the profession that the regulations identify as critical to entry level certification. As it currently stands Chapter 354 tells candidates with what GPA's they need to enter and exit programs and what standardized

scores will be acceptable on multiple choice tests for certification. In its latest iteration it even goes so far as to say that the “curriculum” of approved programs should be based on standards adopted by the State Board in September, 1999 and actually lists them in the May 2000 version. That is another step in the reform direction as well, we think. But the connection, that is how candidate qualifications, State Board approved standards, program curriculum, field experiences and performance assessments all hang together to produce better educators escapes us. There is little coherence of mandates here. An analogy might be that Chapter 354 as presently conceived is a quilt comprised of lots of individual pieces. What PSEA believes it should be is a tapestry where all the pieces fit together to produce the whole.

Standards, of course, are important to achieving desired results but the standards most discussed and most emphasized here have not been the ones that relate to the competency of the practice. They have to do with gate keeping and excluding issues not teaching and performance results. Chapter 354 is, in many ways, an iteration of what we currently have -- more rigorous in qualifying standards but not apt to make an impact on the *quality of educational practice* in Pennsylvania as it is conceived currently in preparation programs leading to certification. While we know that academic achievement is important to attracting potential quality personnel into education, we also know that it is not necessarily an indicator of quality performance in the classroom or the principal’s office. Reconceptualizing preparation and certification must address performance or it really doesn’t move us far from what we already have.

Substantive preparation reform should be about revisioning what teachers and administrators need to know and do today and tomorrow in our schools. The state might argue that Chapter 354 represents general standards only and that subject specific program or subject area standards that have also been developed by the Department of Education actually address our concern for teaching standards. PSEA does not agree. It has seen the subject specific standards and believes them to be, again, an iteration of current subject standards -- describing specific areas of content knowledge but saying little or nothing about those teaching and management skills that transcend all subject

areas and administrative roles and which define the quality practices of teachers and administrators.

What would we like to see if we had our druthers? In defining the standards for the preparation curriculum, Chapter 354, §354.26 requires preparation programs to “build upon and extend prior knowledge and experiences” or “use the learning principles and student academic standards,” we believe a real reform agenda would say it this way: that the candidate qualifying for professional teaching certification can demonstrate he/she understands the central concepts, tools of inquiry and structures of his/her discipline and can create learning experiences that make these aspects of subject matter meaningful for all students. Or that the administrator can demonstrate that he/she makes systematic use of data to assess the needs and accomplishments of students and staff. Or that the supervisor demonstrates an understanding of how children learn and develop and can configure resources to support the intellectual, social and personal growth of students. The language should be focused and directed at exactly what outcomes (i.e. skills, knowledge and dispositions) are expected for program approval and for certification.

By insisting that the regulations specify precisely what good teaching or administration or supervision practice looks like would provide Pennsylvania with a strong standards-based preparation and program approval process, a unity of purpose among the 80 plus preparing institutions in Pennsylvania and will go a long way to produce a uniformly skilled professional educator community. Further, it would be a much cleaner and far less ambiguous way to eliminate programs and/or institutions that are simply not turning out quality educators.

If we move to performance-based program approval and certification, it will not be without cost. The preparation process must provide sufficient time on task for candidates to apply and internalize effective practices using faculty from higher education, master teacher mentors and others. This kind of support and training process cannot be achieved easily or quickly through loosely coupled field experiences or 12 week student teaching stints. All field experiences should be driven by the performance standards and all those

involved in the training process must focus on candidates achieving those skills. Professional development schools acting very much like residency hospitals should be considered part of our reform of preparation and be placed in these regulations. Where will our candidates learn to apply their skills and knowledge and be assisted by master level teachers and administrators who have the requisite skills and the time to help them internalize their professional acumen? Our current system is pretty haphazard and relies on expediency to recruit cooperating teachers. Our preparation standards must remove the serendipity from quality mentoring of candidates. Professional Development schools can provide that rich and supportive environment for all educator candidates.

A performance assessment must be developed and be based on the standards for preparation and certification Pennsylvania has identified. Connecticut and Ohio, for example, have invested a great many resources into building performance assessments for state licensure. These measurements examine actual application and demonstration rather than register pencil and paper responses. Pennsylvania needs to be bold, too, and call for performance-based licensure.

Basically, Chapter 354 has the right rhetoric but does not carry through with a well thought out and comprehensive action plan for conceptualizing substantive change in preparation and certification of teachers. Is it much different than the sketchy, input-laden set of general standards we currently use? PSEA believes it is not and thinks most professionally trained colleagues would agree. As currently written, Chapter 354 does not set forth a new and different course for program approval and educator development in Pennsylvania. To really stir change that will work, Chapter 354 should refocus its emphasis so that rather than relying on gate-keeping procedures it should require performance-based program approval and professional licensure processes using a set of uniform standards reflective of what research has shown to be the characteristics of effective teachers and administrators. By emphasizing the academic achievement of aspiring educators and ignoring their professional performance skills the state is merely tinkering around the edges of real reform. Just as Chapter 4 does for students, Chapter

354 must focus on results and an assessment program that measures performance. The rest of it really is window dressing!

Rickey Haas,
Director of Teacher Issues
Pennsylvania State Education Association
255-7016 or fhaas@mail.psea.org



Original: 2039

June 30, 2000

Robert E. Nyce, Executive Director
Independent Regulatory Review Commission
333 Market Street, 14th Floor
Harrisburg, PA 17101

Dear Mr. Nyce:

The Pennsylvania School Boards Association would like to provide comment concerning the Department of Education's proposed standards for teacher preparation under 22 PA Code, Chapter 354, as it is presented to you for further consideration.

PSBA has been generally supportive of the efforts being made by the department and State Board of Education to strengthen teacher preparation programs. We believe that the proposal has merit for many reasons: it would create some uniformity among teacher preparation programs; it would specify skills that prospective teachers must demonstrate; it would require teaching majors to spend more time in the classroom; and it would encourage more collaboration between public schools and institutions of higher education regarding teacher training programs.

Each of these reasons serves to recognize the importance of having well-prepared and highly qualified teachers in the state's public schools. As Pennsylvania strives to require more of its students, we also must ensure that its teachers are highly knowledgeable and competent in their subject area, and that they are able to teach effectively.

Unlike some areas of the country where the demand for teachers far outweighs the supply, Pennsylvania is fortunate to have high numbers of certified teachers and teacher candidates for most areas of certification. Certainly, the supply of new teachers is not a problem. However, it is the quality of those who are recruited into the profession, ultimately hired, and who remain in the system that is important.

PSBA agrees with the direction that has been taken under Chapter 354 to improve standards in teacher training institutions leading to certification, and has participated in discussions with the State Board of Education and others on these issues. Prior to the board's initial approval of Chapter 354, the association participated in a reaction panel concerning a study on teacher preparation conducted for the State Board and issued in 1997 (*Ensuring High Performance Classroom Teachers for the 21st Century*, authored by Robert P. Strauss). The report was critical of the current preparation process, emphasizing that it needed to be much more rigorous. PSBA, as a member of the reaction panel, recommended that:

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- The program approval standards should be strengthened through an increased emphasis on content preparation. They should be well defined and include specific expectations to be met, such as the minimum number of courses and topics within an academic subject.
- Institutions of higher education should more carefully evaluate a person's readiness to enter the classroom and their instructional effectiveness through greater supervision and evaluation of student teachers.

The proposed Chapter 354 has been criticized by some for its specific language regarding entrance and exit criteria for teacher preparation programs. Much time and effort already has been expended to craft a proposal that seeks to set higher standards for teacher certification and for the schools of education that prepare future teachers. PSBA is aware of concerns raised about the requirements Chapter 354 establishes for entrance into teacher education programs. We believe some modification could be made to that portion of the proposal without jeopardizing the primary goal of ensuring that persons who receive teaching certificates in Pennsylvania are qualified to enter the classroom.

Ultimately, the goal is to "raise the bar" for preparation programs so that all who receive a Pennsylvania teaching certificate are truly well prepared. School boards, who are responsible for local hiring policies and practices, should be confident that teacher applicants have achieved certain meaningful requirements no matter where they obtained their degree, and that only the most able candidates are granted certification.

We appreciate the opportunity to review and comment on the proposed standards. Please contact me if you wish to discuss any of the issues addressed in this letter.

Sincerely,



Thomas J. Gentzel
Assistant Executive Director
Governmental and Member Relations

c: Dr. Peter Garland, State Board of Education