



Professional Educator Program Approval Initial Review Rubric

Section 1. Mission & Needs Assessment

Statement of General Standard I

The professional education program shall have a cooperatively developed mission statement that is based on the needs of the professional educator candidates, public school entities and their students, and consistent with the design of the program (354.21) (49.14(4)(i)). The program provides evidence supporting the mission statement and demonstrates how it is communicated within the institution and to a broader public

Does Not Meet Requirements	Meets Requirements
<p>1.1.1.1 – 1.1.1.5 Mission The program does not provide a clear mission statement, or it is not specific to the program. OR The program mission is not ready for publication. OR The program has not indicated a regular interval for reviewing its mission statement. OR The program mission does not demonstrate alignment with candidate outcomes and current program policy and practice in professional education OR The program mission lacks collaborative development and review by internal and external stakeholders.</p>	<p>1.1.1.1 – 1.1.1.5 Mission The program provides a clearly stated mission (conceptual framework). AND The program mission is ready for publication. AND The program has plans to review³ the mission on a regular basis. AND The program mission is congruent with candidate outcomes, and relevant to current professional knowledge bases, theory, program policy and practice. AND The program mission has been collaboratively developed and reviewed by education partners, candidates and faculty.</p>
<p>1.2.1.1 – 1.2.1.4 Needs Assessment The program provider has not selected a reason for the new program from among the choices given. OR Program provider does not show evidence that the new program reflects a need that is supported by data. OR The program provider has not supported the need for this program at this location OR Supporting data have not been uploaded for review, or such data does not support the need for a new certification program.</p>	<p>1.2.1.1 – 1.2.1.4 Needs Assessment The program provider has selected a reason for the new program from among the choices given. AND Program provider shows evidence that the new program reflects a need that can be supported by data. AND The justification statement supports the need for this program at this location. AND The supporting data have been uploaded for review, and the data does support the need for a new certification program.</p>

Section 2. Admissions Criteria

Statement of General Standard III

The professional education program shall have a system for admitting applicants into the programs that ensures that they meet the course, credit and grade point average or alternative admissions requirements (354.23), (354.31), (49.14(4)(v)). The program provider articulates recruitment plans and recruitment targets as applicable to various programs. The program provider identifies any institutional or programmatic policies designed to recruit and retain strong candidates including those from historically underrepresented groups.

Does Not Meet Requirements	Meets Requirements
<p>2.1.1.1 – 2.1.2.16 Quantitative Data The program has not provided the quantitative measures it will use as criteria for admission and professional educator candidacy. OR The program has entered 0 or N/A for criteria that are required by PDE for admission and professional candidacy.</p>	<p>2.1.1.1 – 2.1.2.16 Quantitative Data The program has provided the quantitative measures it will use as criteria for admission and professional educator candidacy. AND The program has entered 0 or N/A for criteria that it will not use for admission and professional candidacy.</p>
<p>2.1.3.1 – 2.1.3.3 Recruitment and Retention The program has not described its general recruitment plan for the program. OR The program has not made a demonstrated effort to articulate goals and action plans designed to increase the recruitment of candidates from historically underrepresented groups. OR The program provider does not describe its plans to help retain candidates in the program after admission.</p>	<p>2.1.3.1 – 2.1.3.3 Recruitment and Retention The program has described its recruitment plan for this program. AND The program has established clear, data-driven goals aimed at increasing the recruitment of candidates from historically underrepresented groups. AND The program provider describes plans and activities designed to retain students in the program through completion.</p>
<p>2.1.4.1 – 2.1.4.4 Additional Criteria If the program provider accepts Dual Enrollment (high school) students, details are not clear regarding how that policy impacts formal admissions policies. OR The program does not supply justification for its conditional and/or alternative admission requirements.</p>	<p>2.1.4.1 – 2.1.4.4 Additional Criteria If the program provider accepts Dual Enrollment (high school) students, details are provided to explain how that policy impacts formal admissions policies. AND The program clearly identifies conditional and/or alternative admission requirements that are consistent with PDE program guidelines and program certification regulations in Chapter 354. NOTE: Program providers are not required to have Conditional or Alternative Enrollment policies; however, they must indicate such if applicable to this program.</p>
<p>2.2.1 CLEP CLEP tests, if accepted in lieu of required courses/credits, are not adequately listed along with the policy for their acceptance. NOTE: Program providers are not required to accept CLEP test scores; however, they must indicate the policy if applicable to this program.</p>	<p>2.2.1 CLEP CLEP tests, if accepted in lieu of required courses/credits, are listed along with the policy for their acceptance. NOTE: Program providers are not required to accept CLEP test scores; however, they must indicate the policy if applicable to this program.</p>

Does Not Meet Requirements	Meets Requirements
<p>2.3.1.1 – 2.3.1.2 – Enrollment Requirements The program does not include all PDE requirements for professional educator candidacy.</p> <p>OR If the program has checked “Other,” it has failed to clarify appropriate other requirements to the reviewer.</p>	<p>2.3.1.1 – 2.3.1.2 – Enrollment Requirements Program lists all requirements for admission to professional candidacy.</p> <p>AND Requirements for an undergraduate, initial certificate program include:</p> <ol style="list-style-type: none"> 1. Formal admission to candidacy is not permitted before completion of 48 semester credit hours or the full-time equivalent of college level study; 2. A GPA of 3.0; 3. At least 6 semester hour credits (or the equivalent) in college level mathematics; 4. At least 6 semester hour credits (or the equivalent) in college level English composition and literature; 5. A test of basic skills (e.g., PAPA). <p>OR A post-baccalaureate, initial certification program requires at least the following:</p> <ol style="list-style-type: none"> 1. Applicants have evidence of an earned bachelor’s degree (§354.23 – 354.25) from a regionally accredited college or university; 2. An overall minimum GPA of 3.0. <p>OR A post-baccalaureate, advanced certification program requires at least the following:</p> <ol style="list-style-type: none"> 1. Applicants have evidence of an earned bachelor’s degree (§354.23 – 354.25) from a regionally accredited college or university; 2. An overall minimum GPA of 3.0; 3. Record of competence and effectiveness in professional work; 4. An assessment of academic performance, including the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE); 5. Faculty and professional recommendations.

Section 3. Program Design

Statement of General Standard IV

The program provider shall document that the professional education programs that culminate in a bachelor’s degree or higher require the same academic content courses and required electives as those of a major in a Bachelor of Arts or Bachelor of Science degree and allow for completion in four years (354.24) (49.14(4)(iii)).

Statement of General Standard VII

The preparing institution shall document that the higher education faculty, public school personnel and other members of the professional education community collaborate to design, deliver and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools (354.25) (354.41) (49.14(ix)).

Statement of General Standard VIII

The preparing institution shall document its system for recruiting and advising students, monitoring student progress, and assessing candidate competence to begin their professional roles upon completion of the program (354.32) (345.33) (49.14(vi)).

Does Not Meet Requirements	Meets Requirements
<p>3.1.1.1 – 3.1.1.11 Program Data The program is not designed to be able to be completed within four years (undergraduate only). OR The post-baccalaureate program fails to provide information about anticipated length or average time to complete the program. OR The credit requirements for various components of the program are not listed in the appropriate fields. OR The program does not contain 9 credits or 270 hours of competencies regarding Accommodations and Adaptations for Students with Disabilities, plus 3 credits or 90 hours of competencies regarding meeting the needs of English Language Learners (ELL); or the description for how these credits/hours will be implemented is unclear. OR The program does not describe how candidates will be instructed and assessed on their ability to assist public education students in achieving Academic Standards.</p>	<p>3.1.1.1 – 3.1.1.11 Program Data If this is an undergraduate program, the program has been designed so that undergraduate candidates can successfully complete the program within four years. AND If this is a post-baccalaureate program, the anticipated number of years and the average time to complete the program are listed. AND The credit requirements for various components of the program are listed in the appropriate fields. AND The program indicates that it contains 9 credits or 270 hours of competencies regarding Accommodations and Adaptations for Students with Disabilities, plus 3 credits or 90 hours of competencies regarding meeting the needs of English Language Learners (ELL); and briefly describes how the credits and/or hours will be embedded in the course of study. AND The program describes how candidates will be instructed and assessed on their ability to assist public education students in achieving Academic Standards.</p>
<p>3.1.2.1 – 3.1.2.6 Advisement Sheet and Program Matrix Student Advisement sheets have not been provided as an upload. IF this is a Grade 4-8 program, separate advisement sheets for each concentration offered were not uploaded. OR Evidence of a focus on Pennsylvania’s Academic Standards has not been uploaded. OR A matrix aligning all program competencies to courses, field experiences and assessments was not available. OR The program provides the required course/competency matrix but fails to demonstrate alignment of courses, field experiences and assessments for all candidate competencies. OR Post-baccalaureate programs have not described examples of how an Intake Process will adjust</p>	<p>3.1.2.1 – 3.1.2.6 Advisement Sheet and Program Matrix Student Advisement sheets indicating recommended course sequence and all required courses have been uploaded. If program is for Grades 4-8, a separate advisement sheet has been uploaded for each concentration offered. AND Evidence of a focus on Pennsylvania’s Academic Standards has been uploaded. AND A matrix aligning all required program competencies to courses, field experiences and assessments has been uploaded. AND The program demonstrates an appropriate alignment of courses, field experiences and assessments for all candidate competencies. AND Post-baccalaureate programs have described examples of how an Intake Process will adjust</p>

Does Not Meet Requirements	Meets Requirements
<p>program requirements for different types of enrollees. OR Evidence documents were not uploaded.</p>	<p>program requirements for different types of enrollees. Evidence documents were uploaded.</p>
<p>3.1.3.1 – 3.1.3.2 Educational Technology The program fails to demonstrate that candidates will achieve proficiency in the required skills and abilities related to educational technology.</p>	<p>3.1.3.1 – 3.1.3.2 Educational Technology For instructional, administrative and supervisory certificates: The program requires all candidates to demonstrate proficiency integrating educational technology into instruction and curriculum development through successful completion of required coursework and demonstration in the field. AND The program requires all candidates to demonstrate proficiency integrating educational technology into the collection, management and analysis of related data, e.g., assessment data. For educational specialist certificates: The program requires all candidates to demonstrate proficiency integrating educational technology into the role of educational specialist through successful completion of required coursework and demonstration in the field.</p>
<p>3.2.1.1 Collaboration No evidence suggests that the program sought input from external stakeholders in the design or implementation of the program. OR No information is provided to demonstrate that the Arts and Science faculty provided meaningful collaboration with Education faculty in the program design, when appropriate. OR Evidence of collaboration activities has not been uploaded for review.</p>	<p>3.2.1.1 Collaboration The program engaged a variety of internal and external stakeholders in the design and implementation of the program. AND Education and Arts and Science faculty formally collaborated to design the program of study where appropriate. AND Evidence of collaboration activities has been uploaded for review.</p>
<p>3.3.1.1 – 3.3.1.5 Program Delivery The program has not indicated the amount of coursework that will be delivered face-to-face and through distance learning. OR The program course material, field experiences and Student Teaching are planned to be accomplished completely through distance technology. OR Methods of communication between candidates and faculty have not been described for courses delivered via distance learning, or such description is unclear. OR</p>	<p>3.3.1.1 – 3.3.1.5 Program Delivery The program has indicated the amount of coursework that will be delivered face-to-face and through distance learning. AND The field experiences and Student Teaching/Internships are accomplished through fact to face learning situations. AND Methods of communication between candidates and faculty have been described for courses delivered via distance learning. AND The program has described how candidates will receive guidance and/or technical support when</p>

Does Not Meet Requirements	Meets Requirements
<p>The program has not described how candidates will receive guidance and/or technical support when enrolled in distance learning courses, or such description is unclear.</p> <p>OR</p> <p>The program has not described how performance based competencies will be assessed when utilizing distance learning, or such description is unclear.</p>	<p>enrolled in distance learning courses.</p> <p>AND</p> <p>The program has described how performance based competencies will be assessed when utilizing distance learning.</p>
<p>3.4.1.1 – 3.4.1.6 Advising and Monitoring</p> <p>Examples of documents which provide clear and specific certificate program expectations have not been uploaded for review.</p> <p>OR</p> <p>The documents providing certification requirements and program expectations are not clear and/or not specific to the certification program.</p> <p>OR</p> <p>The program does not indicate that program advisors will be assigned to provide support for candidates at regular intervals throughout the program, or the number of candidates per advisor is deemed excessive.</p> <p>OR</p> <p>Advisement appears to be limited to assisting candidates with preparing their course schedules for the next semester or enrollment.</p> <p>OR</p> <p>Performance based candidate assessments are not described, including the criteria for skills mastery.</p> <p>OR</p> <p>The program does not provide a clear description of the Career Planning services available to candidates.</p>	<p>3.4.1.1 – 3.4.1.6 Advising and Monitoring</p> <p>Examples of documents which provide clear and specific certificate program expectations have been uploaded for review.</p> <p>AND</p> <p>The documents providing certification requirements and program expectations are clear and specific to the certification program.</p> <p>AND</p> <p>Program advisors will be assigned to provide support for candidates at regular intervals throughout the program, with a manageable number of candidates per advisor.</p> <p>AND</p> <p>The program plans policies and procedures to ensure all candidates are making progress towards program requirements, including courses, credits, professional educator exams, etc.</p> <p>AND</p> <p>Performance based candidate assessments are described, including the criteria for skills mastery.</p> <p>AND</p> <p>The program details the Career Planning services that will be made available for candidates.</p>

Section 4. Course Information

Statement of General Standard IV

The program provider shall document that the professional education programs that culminate in a bachelor's degree or higher require the same academic content courses and required electives as those of a major in a Bachelor of Arts or Bachelor of Science Degree and allow for completion in four years (354.24) (49.14(4)(iii)).

Statement of General Standard V

The program provider shall document that the candidates complete a planned sequence of professional education courses and field experience that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students (354.26) (49.14(4)(iv)(viii)). Program providers are required to provide course descriptions and syllabi that detail how competencies will be instructed and assessed.

Does Not Meet Requirements	Meets Requirements
<p>4.1.1.1 Course Grid All Fields The program does not provide complete course information, including prerequisites if applicable, for all required program courses. OR A syllabus is not uploaded for each required course. OR Competencies that are assessed in a course have not been indicated in the data grid on the screen. OR Required courses do not reflect all competencies identified in PDE guidelines. OR The program does not evidence the use of competency-based assessments for all required courses and field experiences. OR The use of performance assessments appears infrequent and unevenly applied by program faculty. OR Field Experiences are not aligned with competency requirements or do not provide candidates with opportunities to apply their learning in school settings.</p>	<p>4.1.1.1 Course Grid All Fields The program provides course information, including prerequisites if applicable, for all required program courses. AND A syllabus is uploaded for each required course. AND Competencies that are assessed in a course have been indicated in the data grid on the screen. AND All PDE required competencies are reflected somewhere within the required courses. AND The program has established clear candidate outcomes and assessments for all courses and other required program experiences throughout the program of study. AND The program uniformly applies competency-based assessments across the program for all candidates. AND Field Experiences are aligned with competency requirements and provide candidates with opportunities to apply their learning in school settings.</p>

Section 5. Dual Certification (only if applicable)

Applicants for the Special Education PK-8 or 7-12 certificate shall also obtain certification in one of the following areas: PreK-4, 4-8, Reading Specialist, or Secondary subject area (49.85(b)(5)(56)).
Program providers provide information about dual certification with Special Education (if applicable).

Does Not Meet Requirements	Meets Requirements
<p>5.1.1.1 – 5.1.1.3 All Fields The program does not provide a number of credits that will be required for dual certification. OR A rationale for the design of the PreK-8 or the 7-12 Special Education program is not given, or is limited in detail; it may omit information about coursework, including prerequisites if applicable, field experiences across a wide range of exceptionalities that are split between special education and regular education placements, and/or student teaching which is split between special education and regular education placements. OR If the provider is offering both PK-8 and 7-12</p>	<p>5.1.1.1 – 5.1.1.3 All Fields The program provides a number of credits that will be required for dual certification. AND A rationale for the design of the PreK-8 or the 7-12 Special Education program is given, and includes information about coursework, including prerequisites if applicable, field experiences across A wide range of exceptionalities that are split between special education and regular education placements, and student teaching which is split between special education and regular education placements. AND If the provider is offering both PK-8 and 7-12 Special Education programs, the program for PK-</p>

Does Not Meet Requirements	Meets Requirements
<p>Special Education program, the program for PK-8 Special Education is not differentiated from the program for 7-12 Special Education by coursework, field experiences and/or assessments.</p> <p>OR</p> <p>The program does not indicate that candidates for Special Education certification must earn or demonstrate the pre-existence of one of the dual instructional certificates permitted by Chapter 49.</p> <p>OR</p> <p>The student advisement sheet for the Special Education program has not been uploaded.</p>	<p>8 Special Education is differentiated from the program for 7-12 Special Education by coursework, field experiences and/or assessments.</p> <p>AND</p> <p>The program requires candidates for Special Education certification to earn or demonstrate the pre-existence of one of the dual instructional certificates permitted by Chapter 49.</p> <p>AND</p> <p>The student advisement sheet for the Special Education program has been uploaded.</p>

Section 6. Field Experiences

Statement of General Standard V

The program provider shall document that the candidates complete a planned sequence of professional education courses and field experience that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students (354.26) (49.14(4)(iv)(viii)). This general standard applies to all certification programs and may be designated as clinical experience or field experience by the program provider. It does not include student teaching. The program provider will describe how candidates are supervised, by whom, and the level of collaboration between the program provider and site supervisors. The program provider will also describe how candidate performance is directly tied to program competencies and impact on student growth and development. **NOTE: Educational Leadership, Educational Specialist, Program Specialist, and Supervisory programs are only required to identify Stage 3 Field Experiences. If you are reviewing one of those programs, go to page 9.**

Does Not Meet Requirements	Meets Requirements
<p>6.1.1.1 – 6.1.1.7 Stages 1 and 2 Field Experiences</p> <p>Program provider does not state the number of hours required for Stages 1 & 2 field experience.</p> <p>OR</p> <p>The hours reported by the program provider are not corroborated by course syllabi and/or field experience handbooks.</p> <p>OR</p> <p>Appropriate placement sites are not listed; the program does not clarify that candidates will engage in field experiences in varied settings, including multiple grade levels, or have the opportunity to work with diverse students.</p> <p>OR</p> <p>Evidence has not indicated that partnerships with placement sites have been developed.</p> <p>OR</p> <p>Field experiences are not aligned with required PDE performance competencies.</p> <p>OR</p>	<p>6.1.1.1 – 6.1.1.7 Stages 1 and 2 Field Experiences</p> <p>Program provider indicates the total number of hours of required Stages 1 & 2 field experiences.</p> <p>AND</p> <p>The number of hours reported by the program provider is corroborated by other documents such as course syllabi and/or field experience handbooks.</p> <p>AND</p> <p>A variety of placement sites are indicated, with diverse settings and grade levels appropriate to this certificate program.</p> <p>AND</p> <p>Evidence shows the program collaborated with placement sites to promote a quality field experience opportunity in settings with diverse students.</p> <p>AND</p> <p>Evidence suggests that field experiences are aligned with PDE required performance</p>

Does Not Meet Requirements	Meets Requirements
<p>No evidence outlining expectations for Stages 1 & 2 field experiences is uploaded; or evidence suggest that the field experiences are predominantly comprised of passive observation with little structure provided to the candidate and not related to candidate assessment outcomes. OR Post-baccalaureate instructional certificate programs have not indicated how field experiences will be adapted for candidates with prior work experience in this field; evidence documents which outline the expectations for field experiences in a post-baccalaureate program are not uploaded.</p>	<p>competencies. AND Evidence is uploaded which outlines expectations for Stages 1 & 2 Field Experiences; candidates will be required to observe, reflect, and gradually integrate professional practice in classrooms with students under supervision. AND Post-baccalaureate instructional certificate programs have indicated how field experiences will be adapted for candidates with prior work experience in this field; evidence documents which outline the expectations for field experiences in a post-baccalaureate program are uploaded.</p>
<p>6.1.2.1 – 6.1.2.2 Stages 1 and 2 Evaluation Evidence does not confirm that the program has an evaluation form to assess all candidates in Stages 1 and 2. OR The evaluation form suggests that candidates are not evaluated on the early development of professional expectations for educators, as outlined in the PDE Guidelines for Field Experience and Student Teaching Competencies. OR Evidence does not confirm that candidates will be required to assess the effectiveness of a planned activity or lesson targeting a PA Academic Standard (either observed or delivered).</p>	<p>6.1.2.1 – 6.1.2.2 Stages 1 and 2 Evaluation The program provides an evaluation form that will be used to assess all candidates in Stages 1 and 2. AND The evaluation form suggests that candidates are evaluated on the early development of professional expectations for educators, as outlined in the PDE Guidelines for Field Experience and Student Teaching Competencies. AND Candidates will be required to assess the effectiveness of a planned activity or lesson targeting a PA Academic Standard (either observed or delivered).</p>
<p>6.1.3.1 – 6.1.3.7 Stage 3 Field Experience NOTE: All certification programs require Stage 3 Field Experiences.</p> <p>Program provider does not state the number of hours required for Stage 3 field experience. OR The hours reported are not corroborated by syllabi and/or field experience handbooks. OR Appropriate placement sites are not listed; the program does not clarify that candidates engage in field experiences in varied settings, or have the opportunity to work with diverse students. OR Evidence has not indicated that partnerships with placement sites have been developed. OR Field experiences are not aligned with required PDE performance competencies. OR No evidence outlining expectations for Stage 3</p>	<p>6.1.3.1 – 6.1.3.7 Stage 3 Field Experience NOTE: All certification programs require Stage 3 Field Experiences.</p> <p>Program provider indicates the total number of hours of required Stage 3 field experiences. AND The number of hours is corroborated by course syllabi and/or field experience handbooks. AND A variety of placement sites are indicated, with diverse settings and grade levels appropriate to this certificate program. AND Evidence shows the program collaborated with placement sites to promote a quality field experience opportunity. AND Evidence suggests that field experiences are aligned with PDE required performance competencies. AND</p>

Does Not Meet Requirements	Meets Requirements
<p>field experiences is uploaded; or evidence suggest that the field experiences are predominantly comprised of passive observation with little structure provided to the candidate.</p> <p>OR</p> <p>Post-baccalaureate instructional certificate programs have not indicated how field experiences will be adapted for candidates with prior work experience in this field; evidence documents which outline the expectations for field experiences in a post-baccalaureate program are not uploaded.</p>	<p>Evidence is uploaded which outlines expectations for Stage 3 field experiences; candidates will be required to observe, reflect, and gradually integrate professional practice in classrooms with students under supervision.</p> <p>AND</p> <p>Post-baccalaureate instructional certificate programs have indicated how field experiences will be adapted for candidates with prior work experience in this field; evidence documents which outline the expectations for field experiences in a post-baccalaureate program are uploaded.</p>
<p>6.1.4.1 – 6.1.4.2 Stage 3 Evaluation</p> <p>Evidence does not confirm that the program has an evaluation form to assess all candidates in Stage 3.</p> <p>OR</p> <p>The evaluation form suggests that candidates are not evaluated on the early development of professional expectations for educators, as outlined in the PDE Guidelines for Field Experience and Student Teaching Competencies.</p> <p>OR</p> <p>For all Instructional certificate candidates:</p> <p>Candidates have little opportunity to develop pedagogical skill or demonstrate competency in academic content.</p> <p>OR</p> <p>Candidates are not expected to impact students during the field experience.</p> <p>OR</p> <p>For Educational Specialists, Supervisory and Educational Leadership candidates:</p> <p>Candidates do not apply competencies learned in the program to a wide range of actual school scenarios, including scenarios with students with special needs and ELLs.</p>	<p>6.1.4.1 – 6.1.4.2 Stage 3 Evaluation</p> <p>The program provides an evaluation form that will be used to assess all candidates in Stage 3.</p> <p>AND</p> <p>The evaluation form suggests that candidates are evaluated on the development of professional expectations for educators, as outlined in the PDE Guidelines for Field Experience and Student Teaching Competencies.</p> <p>AND</p> <p>For all Instructional certificate candidates:</p> <p>Candidates are required to integrate subject matter with effective pedagogy in a range of situations, including work with individuals, small groups and whole class instruction.</p> <p>AND</p> <p>Candidates are required to demonstrate their ability to positively impact student learning during the field experience.</p> <p>AND</p> <p>For Educational Specialists, Supervisory and Educational Leadership candidates:</p> <p>Candidates apply competencies learned in the program to a wide range of actual school scenarios, including scenarios with students with special needs and ELLs.</p>

Section 7. Student Teaching

Statement of General Standard VI

The program provider shall document that all candidates for initial Instructional I certification complete a 12-week full-time student teaching experience under the supervision of qualified program faculty and cooperating teachers (354.25) (49.14(4)(ii)). The program provider demonstrates how they collaborate with placement sites, provide a variety of experiences at appropriate grade levels, select and train cooperating teachers, and solicit feedback from student teachers and cooperating teachers on a regular and formal basis. The program provider demonstrates how student teachers are assessed, that assessments are congruent with professional competencies, and that candidate assessments include impact on student growth in cognitive, social, emotional and/or physical domains.

Please Note: The terms *intern* and/or *internship* are used by PDE to indicate placements for Supervisory and Administrative programs and the Pennsylvania Intern Certificate Program only. The term *practicum* is used by PDE only in the Educational Specialist certificates.

Does Not Meet Requirements	Meets Requirements
<p>7.1.1.1 – 7.1.1.10 Student Teaching Candidates for initial instructional certification are not required to complete a 12-week teaching experience (including post-baccalaureate candidates for initial certification). OR Candidates seeking additional instructional certifications are not required to complete a modified student-teaching experience under the supervision of a properly-certified cooperating teacher. OR Dual certification programs do not require that candidates will split their placement, with at least 6 weeks with a Special Education cooperating teacher and at least 6 weeks with a regular education cooperating teacher. OR Internships for Educational Leadership, Supervisory, or Educational Specialist candidates are not expected to demonstrate their competence through placements guided by their program guidelines. OR If applicable to this program, Teacher Intern Certificate candidates who are not employed in a school will not be placed into a traditional student-teaching placement for at least 12 weeks. OR The program does not indicate the frequency of meetings between the candidates and their cooperating teachers/mentors, and/or between the program supervisor and the cooperating teachers/mentors; frequency is insufficient. OR The program does not demonstrate a plan for training cooperating teachers/mentors. OR The evaluation process does not have a clear plan to measure the effectiveness of the student teaching/internship/practicum on student learning outcomes related to PA Academic Standards. OR Final evaluation tools developed by the program and used by the faculty supervisor and cooperating teacher have little relationship to helping students meet Academic Standards.</p>	<p>7.1.1.1 – 7.1.1.10 Student Teaching Candidates for instructional certifications complete a minimum 12-week student teaching experience (including post-baccalaureate candidates for initial certification). AND Candidates seeking additional instructional certifications are required to complete a modified experience under the supervision of a properly-certified cooperating teacher. AND Dual certification programs ensure that candidates will split their placement, with at least 6 weeks with a Special Education cooperating teacher and at least 6 weeks with a regular education cooperating teacher. AND Internships for Educational Leadership, Educational Specialist, or Supervisory candidates are expected to demonstrate their competence through placements guided by their program guidelines. AND If applicable to this program, Teacher Intern Certificate candidates who are not employed in a school will be placed into a traditional student-teaching placement for at least 12 weeks. AND The program indicates that meetings between the candidates and their cooperating teachers/mentors and between the program supervisor and the cooperating teachers/mentors will occur with some regularity. AND The program includes a plan for training cooperating teachers/mentors. AND The program describes a plan to attempt to measure the impact of student teachers/interns on student achievement. AND The evaluation process indicates a plan to measure the effectiveness/impact of the student teaching/internship/practicum on student learning outcomes related to PA Academic Standards. AND Placement arrangements ensure that candidates</p>

Does Not Meet Requirements	Meets Requirements
<p>OR No evidence exists that placement arrangement will ensure that candidates will have the opportunity to develop skills in diverse settings or with diverse student populations.</p> <p>OR Special Education certification programs do not provide opportunities to work with both low and high incidence disabilities at varying ages.</p> <p>OR The program has not uploaded a Student Teaching evaluation form that indicates that candidates are evaluated by program faculty and cooperating teachers/mentors using the same metrics.</p>	<p>will experience diverse settings and/or settings with diverse populations of learners.</p> <p>AND Special Education certification programs will provide placements that include opportunities to work with both low and high incidence disabilities at varying ages.</p> <p>AND The program has uploaded a Student Teaching evaluation form that indicates that candidates are evaluated by program faculty and cooperating teachers/mentors using the same metrics.</p>

Section 8. Exit Criteria

Statement of General Standard IX

The program provider shall have a published set of criteria and competencies for exit from each professional education program that are based on the PA Academic Standards and the Learning Principles for each certificate category (354.33) (49.14(4)(iii)). The program provider provides a comprehensive set of program completion criteria and competencies based on specific program guidelines, including assessment on a set of professional competencies, final grade point average, professional education test performance, and retention rate data.

Does Not Meet Requirements	Meets Requirements
<p>8.1.1.1 – 8.1.1.6 Exit Criteria All Fields The program has not defined a system that will effectively monitor candidate performance on competency-based assessments to ensure a GPA of at least 3.0.</p> <p>OR Formal publication of all Exit Criteria and PA certification requirements has not been planned.</p> <p>OR Certification testing requirements do not align with PDE testing requirements for this certificate.</p> <p>OR The program (including post-baccalaureate program) has not indicated its plans for supporting its graduates in their first two years of employment, or those plans are too vague to evaluate.</p>	<p>8.1.1.1 – 8.1.1.6 Exit Criteria All Fields The program establishes clear criteria for program completion, including the assessment of basic skills, professional knowledge and subject matter, and a GPA of at least 3.0.</p> <p>AND The program has a document(s) to inform faculty, PreK-12 partners, and potential program candidates of all program competencies and certification requirements.</p> <p>AND Certification testing requirements are aligned with PDE's testing requirements for this certificate.</p> <p>AND The program (including post-baccalaureate program) has uploaded evidence suggesting appropriate plans for supporting its graduates in their first two years of employment.</p>

Section 9. Faculty Information

Statement of General Standard X

The program provider shall provide systematic and comprehensive activities to assess and enhance the competence, intellectual vitality, and diversity of the faculty (354.41).

Does Not Meet Requirements	Meets Requirements
<p>9.1.1.1 – 9.1.1.12 Faculty Summary The program has not described a procedure to confirm that all faculty, including adjunct or part-time instructors, are qualified for their assignment(s). OR Some program faculty are involved in informal collaborations with local schools but there is minimal supporting evidence. OR Few faculty members collaborate with local schools on projects designed to improve PreK-12 education, or the program offers little evidence of research or professional presentations/ publications related to school improvement. OR Few faculty members engage in on-going professional development, and the program provider limits resources allocated to professional development. OR Professional Development plan(s) have not been uploaded for review. OR The evaluation of program faculty is infrequent, inconsistent, or appears unrelated to faculty intellectual vitality and scholarship. OR The availability and use of educational technology by faculty is limited. OR The program provider does not provide adequate resources to maintain educational technology. OR The program’s plan for recruiting, hiring, and retaining diverse faculty is not available for review; or the diversity of faculty is minimal. OR The assessments system for full-time and part-time faculty has not been described, or does not indicate transparency and a focus on current, relevant applications of content and pedagogy and appropriate methods/dispositions for working with adult learners.</p>	<p>9.1.1.1 – 9.1.1.12 Faculty Summary The program has described a procedure to confirm that all faculty, including adjunct or part-time instructors, are qualified for their assignment(s). AND Most program faculty are actively engaged in programs designed to improve PreK-12 education as evidenced by scholarship and/or service. AND The professional development of program faculty is expected and is supported in part by the institution, and Professional Development plan(s) has been uploaded for review. AND The program faculty are regularly evaluated by administrators, peers, candidates, and/or external partners as part of the program provider’s faculty evaluation system. AND Program faculty have the opportunity for training designed to enhance their technology knowledge and skill in using best practices in the field. AND Program faculty engage in the integration of instructional and educational assessment technology in courses and/or field experiences. AND The program has implemented plans for the recruitment of diverse faculty members and has institutional support to do so. AND The program’s plan for recruiting, hiring, and retaining diverse faculty is available for review. AND The assessments system for full-time and part-time faculty has been described and indicates transparency and a focus on current, relevant applications of content and pedagogy and appropriate methods/dispositions for working with adult learners.</p>
<p>9.2.1.1 Faculty Information A current Curriculum Vita has not been uploaded for each faculty member assigned to a program course, including adjunct or part-time faculty. OR All required courses are not assigned to qualified faculty, as evidenced by information on their</p>	<p>9.2.1.1 Faculty Information A current Curriculum Vita has been uploaded for each faculty member assigned to a program course, including adjunct or part-time faculty. AND All required courses are assigned to qualified faculty, as evidenced by information on their</p>

Does Not Meet Requirements	Meets Requirements
<p>curricula vitae and/or the faculty data grid.</p> <p>If a faculty member does not appear qualified for the assigned course(s), reviewers will note the concerns by name or course name.</p>	<p>curricula vitae and/or the faculty data grid.</p>