

Alphabetical PRS Glossary

1. *Accommodations and Adaptations for Diverse Learners:* Pennsylvania's certification preparation programs must include the competencies and skills needed to equip educators to accommodate and adapt instruction and interventions for students with disabilities in an inclusive setting.
2. *Administrative Letter of Eligibility:* The district superintendent's Letter of Eligibility is issued to an individual whose formal preparation and experience qualify him/her for appointment and commissioning as superintendent; requirements that must be met are on the department's web site at http://www.education.state.pa.us/portal/server.pt/community/administrative_supervisory/8820/superintendent's_letter_of_eligibility/506745.
3. *ACT:* An acronym that stands for "Advanced Comprehension Test;" ACT is a national college admissions examination that consists of subject area tests to measure skills in English, mathematics, reading comprehension and science.
4. *ACTFL:* An acronym that stands for America Council on the Teaching of Foreign Languages. ACTFL and its affiliated organizations represent the educators, who are committed to building language proficiency from kindergarten students through adult learners by providing advocacy, professional development opportunities, resources, and opportunities for members to interact and share ideas and experiences.
5. *Adjunct Faculty:* Adjunct faculty are members of a college faculty who do not enjoy the same compensation, benefits, and protections as full-time faculty. The term "part time faculty" is often used to refer to adjunct faculty, reflecting the fact that they typically teach reduced course loads.
6. *Advanced Placement:* Through AP's college-level courses and exams, college credit and advanced placement can be earned. By entering college with AP credits, students have the time to move into upper level courses, pursue a double-major or study abroad.
7. *Advisement Sheet:* An individual student record maintained by the program provider that documents the procedure for monitoring progress and assessing competence of the candidate as he/she completes a certification preparation program.
8. *Alternate Enrollment requirements:* Requirements set by the program provider that may exceed or differ from the PDE requirements for formal admission into the preparation program.
9. *Annual Reports:* Chapter 354, § 354.22, Preparing Institution Reporting, requires all certification preparation entities to compile and make available the following information about its recent graduates to applicants, candidates, Pa. Department of Education and the State Board of Education: the number of recent graduates (a) employed in instructional, educational

specialist, supervisory and administration positions in Pa.; (b) employed in instructional, educational specialist, supervisory and administration positions outside Pa.; (c) employed in education-related positions in Pa.; (d) employed in education-related positions outside Pa.; (e) employed in non-education related positions in Pa.; and (f) employed in education-related positions outside Pa.

10. *Artifacts*: Product provided by program provider as documentation that candidates have obtained the competencies required in an approved preparation program.
11. *Assessment models*: Candidates from a Pa. certification preparation program must demonstrate competencies based on Pa.'s Standards Aligned System (SAS) assessment components, which include authentic, screening, diagnostic, formative, benchmark, and summative assessments.
12. *At Risk Program*: A teacher preparation program that is "at risk" is on the verge of being designated as "low-performing" based on the four criteria established by Pa. Department of Education. Programs are required to have a data-driven improvement plan if they are designated "at risk" of becoming low performing.
13. *Basic Skills Assessment*: One of the admission requirements included in Section 1a and 1b of an IHE's Title II program and institutional report card; before the development of PAPA, a passing score on Praxis I (consisting of PPSTs in mathematics, writing and reading) was required of any candidate who wished to be certified in Pennsylvania.
14. *Candidate*: An individual enrolled in a certification preparation program.
15. *Candidate Achievement*: The progress and attainment of a candidate as he/she progresses through a certification preparation program.
16. *Candidate Proficiency*: The knowledge, skills and competencies acquired by a candidate that enables the candidate to perform at an entry level within the scope of the certification preparation program he/she completed.
17. *Career Planning Services*: A broad range of services provided in preparation for careers; services often include individual career planning, resume and cover letter development, interview training, and job search assistance.
18. *Chapter 4 PA Academic Standards (to be replaced by Common Core and Keystone Exams)*: The Pa. State Board of Education adopted academic standards in 12 subject areas. The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pa.'s public schools. State requirements for curriculum, instruction and assessment can be found in the Board's Chapter 4 regulations. Pa.'s academic standards also are available online on the Pennsylvania Code Web Site at: <http://www.pacode.com/secure/data/022/chapter4/s4.83.html>.

19. *Chapter 49*: Chapter 49, Certification of Professional Personnel, is State Board of Education regulations that govern the certification of all professional personnel in Pa. This chapter establishes the specific requirements for the certification and permitting of persons serving in the public school entities of the Commonwealth as professional employees, temporary professional employees, substitutes, and commissioned school administrators of the Commonwealth.
20. *Chapter 354*: This Chapter from PA. Code, also known as Preparation of Professional Educators, is a supplement to Chapter 49, and provides PDE with the responsibility for conducting program reviews. It provides the standards by which certification preparation programs are measured.
21. *Charter School*: Publicly supported, autonomously operated schools of choice, charter schools strive to improve learning for students who struggle to achieve in traditional schools; Pa.'s charter school legislation relieves charter schools from burdensome regulations and laws that apply to other local education agencies.
22. *Classroom Student Achievement*: The effects of a teacher's instruction on student learning; an individual teacher can have a powerful effect on his/her students' learning.
23. *CLEP*: An acronym that stands for "College-Level Examination Program;" developed by the College Board, CLEP has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in over 1,700 test centers; CLEP exams test mastery of college-level material acquired in a variety of ways — through general academic instructions, significant independent study or extracurricular work; CLEP exam-takers include adults just entering or returning to school, military service members and traditional college students.
24. *Cognitive Domain*: Cognitive development refers to the process of growth and change in intellectual/mental abilities such as thinking, reasoning, and understanding; it includes the acquisition and consolidation of knowledge.
25. *Collaboration*: Collaboration occurs when multiple stakeholders (program providers, local education agencies, businesses/organizations, higher education faculty and PreK-12 educators) work together to fulfill a common goal such as improving the quality of teaching and learning.
26. *Competencies*: Qualities associated with being well prepared to meet the academic needs of all students associated with the grade level band(s) and content of the certificate preparation program. PDE has defined the competencies required for each certificate program.
27. *Concurrent Enrollment*: High school students who are enrolled in college courses for credit while they are completing their high school graduation requirements.

28. *Conditional Enrollment*: Some IHEs admit candidates based on them fulfilling certain conditions being met by a specified period of time, such as having a 2.8 GPA.
29. *Content Knowledge Test*: Test designed by a testing company that is used to demonstrate content knowledge gained by a candidate who has completed a certification preparation program or has sufficient content knowledge to pass the test to add-on a content certificate in the subject area of the test.
30. *Cooperating Teachers*: Teachers who teach in a PreK-12 school setting and who have responsibilities for working with teacher candidates as they complete field experience and student teaching responsibilities; in Pennsylvania, cooperating teachers are required to complete a training program that prepares them to work with candidates; demonstrate satisfactory evaluations for at least three (3) years on the appropriate certificate; and have been assigned to the grade level/course for at least one year.
31. *Core Courses*: The design of revised program specific guidelines includes knowledge, skills, and competencies candidates are expected to attain in professional core (courses that are unique to developmental level of certificate, for example) and subject matter core courses (courses that are unique to the subject focus of the certification preparation program such as special education, secondary mathematics, secondary biology, etc.)
32. *Credits*: A system of measuring academic coursework. The most common form of credits per hour is the Carnegie Credit Model. This model assigns 15 instructional hours for each credit of academic course work.
33. *Data-driven Improvement Plan*: Title II of Higher Education Opportunity Act requires programs to have a data-driven improvement plan if they are designated as “low performing.” This plan explains how the program provider utilizes candidate outcomes and performance data to identify programmatic concerns. Through the ongoing use of data review, the program provider tracks the effectiveness of the implemented changes and makes appropriate modifications.
34. *Design*: Each revised program specific guideline contains a section devoted to “program design” that describes in broad terms what an approved certification program must include (professional core, field experience, including student teaching, content core courses, assessment models, etc.)
35. *Dispositions*: Dispositions are similar to professional beliefs or values systems, but they extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers’ actions in and out of the classroom. Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct and, as such, they need to maintain screening and assessment procedures to assure that candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs.
36. *Distance Learning*: Distance learning or distance education is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a

traditional educational setting such as a classroom; distance learning is described as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both; distance education courses that require a physical on-site presence for any reason (including taking examinations) have been referred to as hybrid or blended courses of study.

37. *Diversity of Faculty*: A prominent and widely discussed concern of researchers, teacher educators, and federal and state policy makers is the demographic imbalance between the proportion of students of color and the proportion of teachers of color who teach in America's public schools. Program providers must strive to include faculty from among the variety of cultural and ethnic diversity found in American schools.
38. *Dual certification*: Chapter 49 now requires Special Education PK-8 and Special Education 7-12 to be awarded in conjunction with a subject area (for example, Special Education PK-8 with the Pre K-4 certificate). In Program Review, it is the Special Education program which designates itself as the dual certification program, since it is the certificate that cannot be issued as a stand-alone certificate.
39. *Education Related Positions*: Education related positions would be those positions where individuals have supportive roles to education whether they work directly in a school, intermediate unit, district or an approved certification preparation program; examples include, but are not limited to, individuals who serve as adjunct faculty, student teacher supervisor, a coach or a subject specialist that supports other teachers in a local education agency, individuals who analyze data in education entity for purposes of improving teaching and learning, or positions in local education agencies other than traditional schools/districts (juvenile correctional institutions).
40. *Educational Specialist Areas*: Professional certified personnel whose primary responsibility is to render professional service other than classroom teaching, such as home and school visitor, instructional technology specialist, elementary counselor, secondary counselor, school nurse and school psychologist.
41. *Educational Technology*: Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources and is often associated with, and encompasses, instructional theory and learning theory. While instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee, educational technology includes other systems used in the process of developing human capability and includes, but is not limited to, software, hardware, as well as Internet applications, such as wiki's and blogs, and activities.
42. *Electives*: General electives are courses that can be chosen based on personal interests provided the prerequisites to take them are met. Some institutions put a limit on the level of general elective credits, so that one-half of general electives are taken at the junior or senior level; major electives are courses that fall under an individual's academic major that can be taken when prerequisites are met.

43. *ELL*: An acronym that stands for “English language learner;” a student who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet Pennsylvania’s proficient level of achievement on state assessments described in section 1111(b)(3) of the *Elementary and Secondary Education Act*.
44. *Emotional Domain*: Often referred to as social and emotional development of children.
45. *Enrollees*: Students who have been admitted to a certification preparation program, but who have not yet completed the program.
46. *Enrollment Requirements*: All of the requirements that a certification preparation entity identifies as essential for a candidate to be formally admitted into the preparation program.
47. *Evidence*: Documentation and artifacts that demonstrate compliance with all regulations, standards, and competencies associated with educator preparation programs.
48. *Exit Criteria*: The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the Pa.’s academic standards, specific program guidelines and the learning principles for each certificate category.
49. *Face-to-Face Delivery*: The traditional classroom or face-to-face delivery is when the instructor is in the same room as the students.
50. *Faculty*: Faculty is a division within a university comprising one subject area, or a number of related subject areas (academic staff); such divisions are generally referred to as *colleges* (e.g., college of arts and sciences) or *schools* (e.g., school of business), but may also mix terminology such as faculty of arts and sciences and law school.
51. *Faculty Advisor*: Faculty advisors are experts in their disciplines and are knowledgeable about specific courses in their divisions, and in educational and career opportunities in their areas of concentration; a faculty advisor will help with program planning, course selection, and scheduling; developing, clarifying and evaluating educational plans and goals; identifying and exploring alternatives; and assessing consequences of decisions. Under Chapter 354, § 354.32, Monitoring and Assessment, faculty advisors are charged with providing candidates with clear information about institutional policies and requirements for: (a) completing their professional education programs; (b) satisfying certification requirements under Chapter 49 (relating to certification of professional personnel); and (c) exploring job opportunities.

52. *Faculty Certifications:* Faculty who teach in a certification preparation program may hold a Pa. certificate or a certificate/license from another state in the area they teach (principal or superintendent's letter of eligibility for an administrator preparation program, for example).
53. *Faculty Competence:* Chapter 354, § 354.41, Faculty Quality, requires professional education faculty to be education scholars who are qualified for their assignments and actively engaged in the professional education community; it is incumbent upon a certification preparation entity to have a plan to confirm that there are systematic and comprehensive activities to enhance and assess the competence and intellectual vitality of the faculty; faculty may hold leadership positions at the state, national, and/or international levels with professional education organizations in their field.
54. *Faculty Education:* The educational background (e.g., degrees) of each faculty member.
55. *Faculty Employment:* Faculty may be hired and assigned to be full-time (long-term budget commitment made by a program provider when they hire full-time faculty members), part-time (often hired to supplement faculty when the number of students increase but the program provider doesn't want to make a long-term commitment by hiring full-time faculty members) or adjunct faculty (temporary, part-time, or other auxiliary faculty, usually with limited duties and benefits and often primarily employed outside of academia).
56. *Faculty Workload:* The program courses assigned to a faculty member.
57. *Field Experience Evaluation Form:* Chapter 354, § 354.1, Definitions, requires the evaluation of 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 program provider faculty, prior to student teaching, internship or clinical experiences. A preparation program must use an evaluation form specific to (a) Stages 1 and 2 and (b) Stage 3 field experiences; the evaluation forms must provide clear feedback to candidates.
58. *Field Experience Hours:* Preparation programs must indicate the number of hours the program requires its candidates to spend in actual classroom settings. Program must: (a) implement field experiences to allow candidates to progress from observing, to working with small groups of students, to teaching small groups of students under the direction of a certified teacher, to the culminating student teaching experience; (b) assure that field experiences meet the required competencies by integrating them into coursework, assessment practices, and program goals; (c) require at least one experience during Stage 3 or student teaching to include students in inclusive settings. An inclusive setting is defined as an educational setting which includes students with and without special needs. An inclusive setting includes at least one child with an IFSP/IEP. At least one experience during Stage 3 or student teaching must be in a public school setting.
59. *Field Experiences Stage 1 & 2:* In stage 1, or the "observation" stage, candidates are observers in a variety of education and education-related settings including community-based child care, Head Start, early intervention, and school districts;

observations should occur in a range of school and learning settings (e.g., urban, suburban, rural; high and low-performing schools) so that candidates have a broad experience and learn as much as possible about education and education philosophy. In stage 2, or the “exploration” stage, candidates work under the teacher’s supervision during individual tutorials or with a small group of students; activities can include subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures.

60. *Field Experience Stage 3*: Stage 3, or “pre-student teaching,” is the bridge to student teaching in which candidates teach small groups of students in schools or other learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of a semester; candidates work with materials that they have prepared and created for classroom instruction. (Education specialist and educational leadership preparation programs require only Stage 3 Field Experiences in addition to their internship/practicum.)
61. *Formal Entrance*: Many certification preparation programs require candidates to formally apply after they have completed courses and/or credits.
62. *Full-time Faculty*: A faculty member that is hired full-time by the program provider.
63. *General Education*: General education, in essence, augments and rounds out the specialized training students receive in their majors and aims to cultivate a knowledgeable, informed, literate human being; successful, satisfying lives require a wide range of skills and knowledge, which include the ability to reason logically and quantitatively and to communicate effectively; an understanding of the sciences that makes sense of the natural environment; a familiarity with the cultural movements that have shaped societies and their values; and an appreciation for the enduring arts that express, inspire, and continually change these values. General education requirements are often common to all degree programs.
64. *GPA*: An acronym that stands for “grade point average;” GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted and may range from 0.0 to a 4.0.
65. *Graduates*: Candidates and applicants for a certificate shall have completed, in addition to all legal requirements, a certification preparation program approved by the Pa. Department of Education and shall have the recommendation of the preparing institution.
66. *Grades 4-8*: Pa.’s elementary/middle level (referred to as “middle level” or “4-8”) preparation program guidelines include two design options. The first option allows for concentration in one academic area and three “generalist” academic content areas. The second option requires a concentration in two academic content areas. Both of these options require a Professional Core of courses, field experiences and student teaching. Courses in higher level content within the same area can be substituted for lower level content in mathematics, sciences, language arts and social studies if the college or university can demonstrate the candidate mastered the content outlined in these preparation program guidelines.

Guidelines are available at

http://www.education.state.pa.us/portal/server.pt/community/chapter_49/8627/program_framework_guidelines/683300

67. *Grades 7-12*: Grades 7-12 make up Pa.'s secondary grade level certificates (mathematics, general science, chemistry, history, etc.). Pa.'s "Framework for Secondary Grades 7-12 Program Guidelines" describes the professional knowledge, skills, and competencies that secondary teachers will learn by completing a prescribed sequence of courses (including field placements) that augment subject-specific secondary program requirements. Guidelines are available at http://www.education.state.pa.us/portal/server.pt/community/chapter_49/8627/program_framework_guidelines/683300
68. *Grades K-12*: Several of Pa.'s certificates span grade levels K-12 (Art, Music, Foreign Languages to name a few). Pa.'s "Framework for K-12 Program Guidelines" describes the professional knowledge, skills, and competencies that K-12 teachers will learn by completing a prescribed sequence of courses (including field placements) that augment specific certification program requirements. Guidelines are available at http://www.education.state.pa.us/portal/server.pt/community/chapter_49/8627/program_framework_guidelines/683300
69. *Grades Pre K-4*: This is a new Pa. teaching certificate that prepares today's pre K- 4 teachers to serve and to value a diverse group of young children and families in a variety of educational settings. Pa.'s "Framework for Pre K-4 Program Guidelines" describes the knowledge, skills, and competencies that pre K- 4 teachers learn as a result of completing a prescribed sequence of courses (including field placements). In addition to specific requirements and content material, the following overarching principles inform the development and implementation of the pre K- 4 teacher certification program: (a) "children" means all children, including children with special needs; (b) curriculum for young children (pre K- 4) should be based on age appropriate understanding and both individual child and group needs; (c) all aspects of a pre K- 4 teacher preparation program need to be guided by a child development frame of reference; (d) family-centered practice is an essential element and should be woven through all course work and learning opportunities; and (e) pre K- 4 candidates need a strong foundation in the diverse populations of Pennsylvania and how individual and family needs can impact student learning. Guidelines are available at http://www.education.state.pa.us/portal/server.pt/community/chapter_49/8627/program_framework_guidelines/683300
70. *GRE*: An acronym that stands for "Graduate Record Examinations" is a standardized test that is an admissions requirement for many graduate schools in the United States, in other English-speaking countries and for English-taught graduate and business programs world-wide; created and administered by Educational Testing Service (ETS) in 1949, the exam measures verbal reasoning, quantitative reasoning, analytical writing, and critical thinking skills that have been acquired over a long period of time and are not related to a specific field of study. The GRE General Test is offered as a computer-based exam administered by selected qualified testing centers. In the graduate school admissions process, the level of emphasis that is placed upon GRE scores varies widely between IHEs and between departments within IHEs. The importance of a GRE score can range from being a mere admission formality to an important selection factor.

71. *Head Start School*: Schools funded by the United States Department of Health and Human Services that provide comprehensive education, health, nutrition, and parent involvement services to low-income children and their families.
72. *Higher Education Faculty*: Any individuals regarded by a program provider as having faculty status; roles of faculty include teaching one or more courses and/or supervising students who are completing field experiences or student teaching requirements in a school setting.
73. *High Performing Schools*: Despite reports of achievement gaps and low test scores, many schools have shown sustained progress in educating children. The following nine characteristics are evident in (high performing) elementary schools where their students achieved at higher levels despite student demographic characteristics might indicate: (a) a clear and shared focus; (b) high standards and expectations for all students; (c) effective school leadership; (d) high levels of collaboration and communication; (e) curriculum, instruction, and assessments aligned with state standards; (f) frequent monitoring of learning and teaching; (g) focused professional development; (h) a supportive learning environment; and (i) high levels of family and community involvement. No single characteristic leads to school success; in fact most studies identified five or more of the traits are integral to school success. Achieving school success takes years of sustained school commitment, affecting values, attitudes, beliefs, and instructional practices; cursory attention to the nine characteristics yields superficial changes, but not lasting school success.
74. *Historically Underrepresented Groups*: Young girls, women, and minorities typically do not participate in courses of study and careers related to mathematics, the sciences, and technology because the workforce in these areas are predominately white males; strategies to improve the recruitment of and support programs to improve retention of women and minorities in these critical areas are needed.
75. *Initial Application*: This is an application submitted by an entity that is submitting a new certification preparation program for Pa. Department of Education review and consideration for approval.
76. *Institution*: An "institution" is a state-approved baccalaureate or graduate degree granting institution. Not all institutions are approved by Pa. Department of Education to offer certification preparation programs.
77. *Instructional Areas*: Instructional areas are subject areas that are taught by classroom teachers. Instructional areas may be added-on to a teacher's Instructional I or Instructional II certificate by passing a content test except in the areas of elementary K-6, grades Pre K-4, grades 4-8, all special education certificates, reading specialist, cooperative education, early childhood N-3, and Health and Physical Education.
78. *Instruments*: Survey instruments or other feedback documents used to verify that candidates have demonstrated they meet or exceed the competencies, knowledge, and skills applicable to the certification preparation program.

79. *Internship*: The final field placement component(s) of supervisory and administrative certification programs is referred to as an "internship."
80. *Intellectual Vitality*: Preparation program faculty are actively engaged in programs designed to improve and may provide tangible evidence of improvements in Pre K-12 education and preparation of candidates as evidenced by research, scholarship, publication, service, and presentations at state, national, and/or international levels. Chapter 354, § 354.41, Faculty Quality, requires a certification preparation entity to have a plan that confirms there are systematic and comprehensive activities to enhance and assess the competence and intellectual vitality of its faculty.
81. *LEA*: An acronym that stands for "local education agency;" as defined in Elementary and Secondary Education Act, a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools; in Pennsylvania school districts, charter schools, intermediate units, area vocational technical schools/comprehensive technology centers, state juvenile correction institutions are all considered LEAs.
82. *LEA Survey*: An instrument designed by Pa. Department of Education, certification preparation program or other organization to obtain feedback on the quality of the preparation of candidates who have completed a certification preparation program.
83. *Low Performing Programs*: Programs are designated as "low performing programs" when they meet a state's definition and criteria (Title II of HEOA, § 207, State Functions. Programs are required to have a data-driven improvement plan if they are designated as "low performing." Criteria may include information collected pursuant to § 207, including progress in meeting the goals of "(1) increasing the percentage of highly qualified teachers in the State, including increasing professional development opportunities; (2) improving student academic achievement for elementary and secondary students; and (3) raising the standards for entry into the teaching profession." Pa.'s four criteria for low performing programs focus on raising the standards for entry into the teaching profession and include: (1) the program receives a conditional approval status during the major review; (2) the three-year average for summary pass rates is below 80%; (3) the three-year average for each single assessment pass rate (both completers and enrolled students) is below 80%; and (4) the number of candidates reported as program completers compared to the number of candidates enrolled in each initial teacher preparation program.
84. *Low-performance School*: States customarily categorize schools as "low-performing" or "failing" by virtue of persistently subpar scores on standardized tests, such as Pennsylvania System of School Assessment (PSSA), sometimes along with low graduation and high dropout rates. Schools labeled as underperforming are disproportionately located in disadvantaged areas and they often have limited resources and insufficient facilities and supplies, and are able to employ fewer well-

qualified teachers than other schools do. Many low-performing schools face overcrowding and student-discipline problems. Frequently plagued by low morale, they may also lack organized learning environments and high expectations for students.

85. *Major Program Review*: The overarching purpose of major program review is to provide all stakeholders in Pa. with assurances of program quality and professional educator competency. Pa. Department of Education (PDE) works in concert with each preparation program provider in a collaborative partnership to document and evaluate the level of program compliance with all regulations as PDE evaluates each certification preparation program every seven (7) years (required by 22 Pa. Code § 49.13(d)). To assist certification preparation programs as they complete their major program review, PDE developed a "Professional Educator Program Approval Major Review Handbook", its accompanying review rubric and online training materials for each application type.
86. *Miller Analogies Test*: The Miller Analogies Test is a standardized test used primarily for graduate school admissions; the test was created by and published by Harcourt Assessment.
87. *Modification*: Chapter 354, § 354.22, Preparing Institution Reporting, requires a certification preparation program to demonstrate that data and feedback obtained from candidates is used to enhance candidate achievement through the modification and improvement of the overall professional educator program.
88. *Multiple Assessments*: Teachers must be able to collect and analyze data from multiple sources in order to identify student challenges and design appropriate instructional interventions; course content must enable candidates to learn how to understand and use data about student learning (standardized tests and other assessment practices), adapt and modify instruction, use technology appropriately, and adapt curriculum successfully. Translating diagnostic information about student learning into successful teaching strategies that will improve student learning requires formal preparation, proficiency with assessment tools, and extensive practice under careful supervision and mentoring. The content must also include explicit attention to Pennsylvania's Academic Standards and Assessment Anchor Content Standards for grades 4 through 8, as well as be consistent with authentic, screening, diagnostic, formative, benchmark, and summative diagnostic assessments.
89. *National Accreditation*: The goal of accreditation is to ensure that the education provided by program providers meets acceptable levels of quality. Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. IHEs and/or programs *that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency.*
90. *Needs Assessment*: A study used to identify gaps that exist in the knowledge and skills of faculty, Pre K-12 teachers, and students for purposes of providing an intervention or offering a new certification preparation program when teacher shortages exist in the instructional areas.

91. *New Teacher Inductees*: Through a collegial professional support system, a teacher induction plan is designed to assist the new teacher in making the successful transition into teaching. The program provides experiences which include both orientation activities and the development and refinement of professional skills.
92. *Non-education Related Positions*: Chapter 354, § 354.22, Preparing Institution Reporting, requires a certification preparation entity to compile and make available to applicants, candidates, PDE and the State Board of Education information concerning its recent graduates (not sooner than six-months after they graduate), the number of graduates who are employed within and out of Pa. in positions that have no relationship to teaching and learning.
93. *Option 1*: Option 1 is part of Pa.'s Grades 4-8 program specific guidelines; it allows a candidate to concentrate in one academic area and become a "generalist" in the other three academic content areas. In this option teacher candidates complete an in-depth preparation in one of the four content areas of mathematics, science, English/language arts and reading or social studies, but also complete: (a) credit hours in each of the remaining three areas; (b) credit hours in the Professional Core; and (c) 12 weeks of student teaching.
94. *Option 2*: Option 2 is part of Pa.'s Grades 4-8 program specific guidelines and requires a concentration in two academic content areas. Teacher candidates are recommended to complete an in-depth preparation in each content area concentration, but also complete: (a) credit hours in each of the remaining two areas; (b) credit hours in the Professional Core; and (c) 12 weeks of student teaching. The subject pairings permitted by Chapter 49 are: Mathematics and Science, Mathematics and English/Language Arts & Reading, Mathematics and Social Studies, Science and English/Language Arts & Reading, and Science and Social Studies.
95. *Pa. certification*: Any professional employee who has administrative, supervisory, teaching, and student support services (such as guidance counselor, school psychologist, home and school visitor, school nurse, school dental hygienist) responsibilities in a Pennsylvania public school (school district, intermediate unit, comprehensive technology center, and charter schools (subject to limitations associated with Pa.'s charter school legislation) must hold an appropriate valid Pennsylvania certificate issued by PDE.
96. *Part-time Faculty*: The term "part-time faculty" is often used to refer to adjunct faculty, reflecting the fact that they typically teach reduced course loads.
97. *Performance Outcomes*: Specific data that tracks candidates' success; it is an indicator or benchmark that helps quantify the achievement of an outcome; outcome measures should be measureable, obtainable, understandable, clear, accurately reflecting the expected result, and set at a level to be attained within a specific time frame; once measures have been selected, it is necessary to design a way to get the information.
98. *Physical (or Psychomotor) Domain*: Consists of the development of the body structure and physical development comprised of sensory development of vision, hearing, taste, touch, and smell; motor development, and the nervous

system's coordination of perception/movement; physical skills involving tool use or movement coordination in specific contexts.

99. *Practicum*: A hands on experience in a preparation program of study, usually at the post-baccalaureate level, such as the final placement experience of an Educational Specialist program, e.g., School Counselor.
100. *Pre K-12 Personnel*: Individuals who are affiliated with a local education agency (school district, charter school, comprehensive technology center or intermediate unit); roles of Pre K-12 personnel range from administrators (superintendent, principal/assistant/vice principal), supervisors unique to specific subjects or responsibilities (such as special education supervisor), classroom teachers, aides, coaches, business managers, janitors, administrative and technical support, and education specialists (including, but not limited to, school nurse, home and school visitor, school psychologist, guidance counselor, etc.); an individual's responsibilities determine whether or not a Pennsylvania certificate is required to perform those responsibilities in a school district, intermediate unit or comprehensive technology center.
101. *PreK-12 Schools*: Schools in Pennsylvania are classified as school districts, charter schools, comprehensive technology centers and pre-kindergarten centers or schools; usually preK-12 refers to grade levels pre-kindergarten, kindergarten and grade levels 1 to 12; schools can be public or private.
102. *Pre K Counts*: Pennsylvania Pre-K Counts, established by PDE, is bringing quality half-day and full-day pre-kindergarten to three- and four-year olds in Pennsylvania. Pa. Pre-K Counts is designed for children who: (a) are between age 3 and until the entry age for kindergarten; (b) are at risk of school failure and living in families earning up to 300 percent of the federal income poverty level (such as a family of four earning \$67,050) who may also be English language learners or have special needs; (c) quality pre-kindergarten prepares children for reading and mathematics, but it also helps them with paying attention, following directions, and getting along with others.
103. *Professional Development School (PDS)*: Professional development schools (PDSs) are innovative institutions formed through partnerships between professional education programs and P-12 schools; PDS partnerships have a four-fold mission: (a) the preparation of new teachers, (b) faculty development, (c) inquiry directed at the improvement of practice, and (d) enhanced student achievement; PDSs improve both the quality of teaching and student learning and are often compared to teaching hospitals because they provide intense clinical preparation.
104. *Professional Education Community*: A professional learning community that focuses on learning rather than on teaching, where all members of the school community work collaboratively, and hold themselves accountable for student results.
105. *Professional Education Program*: A professional education program is an approved sequence of courses that prepares a candidate for a professional career in education; successful completion of an approved professional education program culminates in a Pa. certificate.

106. *Professional Education Tests*: This is usually referred to as the “pre-professional skills tests”, the subject matter tests, and the assessments of professional knowledge (student teacher evaluation form PDE-430).
107. *Program Completer*: A person who has met all the requirements of a state-approved preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification may *not* be used as a criterion for determining who is a program completer.
108. *Project-based Field Experiences*: A project-based field experience (PBF) provides teacher education candidates with a Stage 3 (pre-student teaching) experience with children/adolescents in a setting(s) outside of the typical classroom. Through the project-based field experience, the candidate has the opportunity to apply competencies related to the cognition, behavior, and development of typical and atypical learners, as well as competencies related to motivational strategies and managing a learning environment in various settings.
109. *Post-baccalaureate*: Some program providers offer programs for which a first undergraduate degree is a pre-requisite, but which are usually not considered traditional graduate education programs; such programs are sometimes offered under the umbrella of continuing education and may lead to a second undergraduate degree, a certificate or credential, or to a pre-medical master's degree in a field such as biomedical or health sciences. This type of program is commonly referred to as post-baccalaureate program and may be used to prepare students for graduate or professional school or for a different career or profession.
110. *Professional Core*: Title 22 of the Pennsylvania Code, §354.25(a), as well as §354.32 (a)(1) and §354.33(1)(i)(A)-(H) enumerate aspects of the knowledge, skills, and competencies that candidates for teaching in the Commonwealth are expected to learn and demonstrate. While this set of knowledge, skills, and competencies is developed in academic classroom settings and clinical practice, the program curriculum is expected to reflect this centrality to the process of educator preparation. The following components comprise the professional core in each of Pa.’s certification preparation program guidelines: (a) Development, Cognition, and Learning; (b) Subject Matter Content and Pedagogy; (c) Assessment; (d) Professionalism; (e) Adaptations and Accommodations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners.
111. *Program Assessments*: Assessments that are implemented to obtain feedback from candidates, district administrators and teachers, faculty and supervisors about the overall strengths, weaknesses and quality of the certification preparation program; the feedback is used for improving the program.
112. *Program Delivery*: A program delivery system is a planned and organized structure of individual program delivery methods that are chosen for a specific educational purpose and are appropriately integrated to accomplish an educational objective. Extensive learning research has consistently shown that learners need and want to gain some type of experience with new

information as well as to be supported and reinforced in the learning process. In the process of receiving information, gaining experience with it, and being reinforced in the learning process, learners need to assimilate or integrate the new information with knowledge they already possess. Thus to promote effective and efficient learning, a delivery system should include methods, whenever possible, that (1) provide desired experiential opportunities for the learner, (2) reinforce the learner, and (3) provide opportunities for the learner to integrate new information with existing knowledge and skills. Programs may be delivered face-to-face; distance learning; or a combination of face-to-face and distance learning.

113. *Program Design*: During major program review, certification preparation providers will: (a) describe the processes used to design and modify certification preparation programs; (b) explain how courses and program assessments are aligned with competencies included in certification program guidelines; (c) submit longitudinal data to document program completion rates, frequency of program design; and how programs comply with content preparation requirements, Accommodations and Adaptations for Diverse Learners and ELL requirements; (d) demonstrate how proficiency of educational technology is assessed; (e) describe policies and procedures for addressing Pa.'s teacher shortage areas; and (f) describe the collaboration and input of internal and external stakeholders.
114. *Program Enrollment*: The official admission of a candidate into a certification preparation program.
115. *Program Effectiveness*: Internal and external stakeholders are interested in knowing if certification preparation programs are providing candidates with the knowledge, skills, dispositions, and competencies needed to help all children learn in today's schools. A systematic evaluation collects, analyzes, and uses information to answer questions about whether or not preparation programs are effective in preparing candidates and how the programs could be improved.
116. *Program Matrix*: Each program submitted as part of the major program review and initial application review processes must include a matrix that lists all courses and their competencies. A matrix is typically a spreadsheet which aligns the required competencies (and their major assessments) with the program's required courses (courses that are optional should not be included; only show the courses that are required for all candidates). An "X" is usually placed in a cell to indicate the course in which the competency is addressed and assessed. Often, the assessments are listed in a separate column on the far right, aligned to the required competencies. The result is a map that permits reviewers to identify the items that they ought to be able to locate within each course syllabus.
117. *Program Provider*: An IHE, LEA or organization approved by PDE to offer course(s) of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification to teach, supervise or provide student support services in elementary, middle or secondary schools. A program provider may be either a traditional program or an alternative route to certification (offered within or outside an IHE).
118. *Program Revision*: Chapter 354, § 354.22, Preparing Institution Reporting, requires a certification preparation program to demonstrate that Title II of Higher Education Opportunity Act and data and feedback obtained from candidates is used to enhance candidate achievement through the modification and improvement of the overall professional educator program.

Not all program modifications and improvements require PDE approval or formal notification to PDE, unless the program changes are significant. Significant changes include, but are not limited, to those that affect: exit criteria, GPA, Praxis examination requirements, total credit requirements and/or system for assessing the competencies of candidates. When changes are significant, 90 days prior to the date of implementation the following documentation must be submitted to PDE: the rationale for change(s); the change(s); the program(s); the implementation date; and a revised advisement school, if appropriate.

119. *Public School Entities*: Local school entities or LEAs that are funded by state monies; school districts, charter schools, comprehensive technology centers, state juvenile correction institutions, and intermediate units are public schools in Pa.
120. *Retention*: The ability of a program provider to keep candidates enrolled and progressing toward program completion enabling them to apply for a Pa. certificate.
121. *Rural*: Areas of land that are not urbanized, though when large areas are described, country towns and smaller cities will be included; they have a low population density, and typically much of the land is devoted to agriculture.
122. *Satisfaction*: *Satisfaction is a measure of how products and services supplied meet or surpass customer expectation; expectations are a key factor behind satisfaction. When customers have high expectations and the reality falls short, they will be disappointed and will likely rate their experience as less than satisfying. Related to certification preparation programs, the customer is the candidate who completes the preparation program and the district that hires the candidate. When ratings dip, they warn of problems that can affect the future. In researching satisfaction, firms generally ask customers whether their product or service has met or exceeded expectations.*
123. *SATM*: SAT is a standardized test for college admissions in the United States; it is owned, published, and developed by the College Board, a nonprofit organization; the test is intended to assess a student's readiness in mathematics (SATM), verbal (SATV) and writing (SATW) for college.
124. *SATV*: SAT is a standardized test for college admissions in the United States; it is owned, published, and developed by the College Board, a nonprofit organization; the test is intended to assess a student's readiness in mathematics (SATM), verbal (SATV) and writing (SATW) for college.
125. *SATW*: SAT is a standardized test for college admissions in the United States; it is owned, published, and developed by the College Board, a nonprofit organization; the test is intended to assess a student's readiness in mathematics (SATM), verbal (SATV) and writing (SATW) for college.
126. *Social Domain*: Performances that directly focus on the development of social skills (e.g., being courteous) as well as the uses of the social skills themselves to manage situations or problems (e.g., improvising). There are general rules of thumb for identifying key distinctions among the four domains (*2.3.3 Classification of Learning Skills*).

127. *Special Education 7-12*: The Special Education 7-12 certificate is combined with either a secondary content area or Reading Specialist certificate to ensure that candidates are highly qualified when they are assigned as a teacher of record in a core academic subject area delineated by No Child Left Behind Act of 2001 (NCLB) and Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
128. *Special Education PK-8*: The Special Education Pre K-8 certificate is combined with certification in Pre K-4, 4-8, or Reading Specialist to ensure that candidates are highly qualified when they are assigned as the teacher of record in a core academic subject area delineated by NCLB and IDEA. This certificate allows the candidate to teach in a special education setting, or accept a teaching assignment in a regular education placement that matches their chosen concentration.
129. *Stakeholders*: A person, group, organization, member or system who affects or can be affected by education, schools, colleges or universities, etc. Parents, businesses, local government, students, administrators, teachers, faculty, adjunct faculty, and others are all stakeholders.
130. *Stakeholder Survey*: PDE developed a survey to obtain feedback on the preparation, knowledge, skills, competence, and professional dispositions of graduates hired from Pa.'s certification preparation programs; this survey will be conducted prior to major program review for survey results to be included. If PDE fails to provide survey results, program providers may enter N/A in the data field.
131. *Student Teachers*: Teacher candidates, placed in a closely supervised educational setting, and who are mentored by a certified cooperating teacher and program faculty for at least 12 weeks, are known as student teachers. In some areas of the program review, PDE uses the term "student teachers" to refer to post-baccalaureate candidates in their final placement, even those in advanced programs.
132. *Student Teaching Stage 4*: Student teaching is a set of organized and carefully planned classroom teaching experiences required of all student teachers in a preparation program; student teachers are assigned full-time to one or more classrooms for a minimum of 12 weeks, closely supervised and mentored by a certified, cooperating teacher, who provides regular feedback to the student on his or her classroom teaching performance; general supervision of student teachers is provided by a university or college professional educator. Candidates in programs to earn a second certificate must also have a placement with a cooperating teacher; however, it may be modified to less than 12 weeks. Two evaluations by program faculty using the proper PDE form are still required.
133. *Subject Matter Test*: PDE requires candidates for certification to demonstrate their content mastery as a way of being "highly qualified" for employment. This is accomplished through testing in the subject area(s).

134. *Suburb*: a residential area, either existing as part of a city or as a separate residential community within commuting distance of a city; some suburbs have a degree of administrative autonomy, and most have lower population density than inner city neighborhoods; suburbs tend to proliferate around cities that have an abundance of adjacent flat land.
135. *Summative Assessments*: Summative assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often these assessments occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessments: PSSA, Terra Nova)
136. *Supervisory Areas*: Candidates demonstrate their knowledge and competence in the fundamental concepts of supervising an instructional program; examples include Supervisor-Curriculum and Instruction K-12, Supervisor-Special Education K-12, Supervisor-Single Area K-12 (i.e., Mathematics, English, and Science) and Supervisor-Pupil Personnel Services K-12.
137. *Syllabus*: An outline and summary of topics to be covered in an education or training course; a syllabus usually contains specific information about the course, such as information on what will be presented and assessed in the course; a schedule of test dates and the due dates for assignments, as well as any field experiences associated with the course; specific class rules; etc.
138. *Title II*: Sections 205 through 208 of Title II of the *Higher Education Opportunity Act* (commonly referred to as Title II), as amended in 2008, (PL 110-315 available at <http://www2.ed.gov/policy/highered/leg/hea08/index.html>) establish accountability requirements for all programs that prepare teachers for their initial certification; Title II requires reports from each IHE that conducts a traditional or an alternative teacher preparation program and that enrolls students receiving federal assistance under Title IV of the Higher Education Opportunity Act. In addition, states must be able to report on alternative programs to initial teacher certification that are conducted by entities that are not institutions of higher education; Title II requires all teacher preparation programs to submit timely and accurate reports or risk a fine of up to \$27,500. Title II data and information reported all relate to the first or initial teaching certificates as defined by Pennsylvania; a teacher is not a principal, vice principal, school administrator, guidance counselor, school social worker, speech/language pathologist or other school support personnel. States report information associated with degree, coursework, assessment, supervised clinical experiences, and other requirements.
139. *Title II Assurances*: Teacher preparation programs are asked to verify whether or not they comply with seven statements associated with teacher certification programs; the 7 assurances ask if: (a) the training program responds to the identified needs of the local educational agencies or States where candidates will teach; (b) the training program is closely linked with the needs of schools and the instructional decisions new teachers face; (c) special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects; (d) general

education teachers receive training in providing instruction to children with disabilities; (e) general education teachers receive training in providing instruction to limited English proficient students; (f) general education teachers receive training in providing instruction to children in low-income families; (g) prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

140. *Title II Goal Setting*: Each IHE that offers an initial teacher preparation program (including programs that offer any on-going professional development programs), and that enrolls students receiving Federal assistance under HEOA, is required to set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the United States Secretary of Education or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
141. *TOEFL Composite Score*: is an acronym that stands for Test of English as a Foreign Language (TOEFL) Examination; a TOEFL Composite Score consists of reading comprehension, listening comprehension and writing. The TOEFL® test is the most widely respected English-language test in the world, recognized by more than 8,500 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the United Kingdom and the United States.
142. *TOEFL Listening*: The listening section of TOEFL has 34–51 tasks based on listening to lectures, classroom discussions and conversations, then answering questions.
143. *TOEFL Reading*: The reading section of TOEFL has 36–56 tasks based on reading passages from academic texts and answering questions.
144. *Transfer*: Movement that occurs when individuals change academic programs within the same program provider or among two or more program providers; credits may or may not be accepted when an individual transfers.
145. *Underrepresented Enrollees*: Individuals from historically underrepresented groups who are enrolled in education preparation programs; often times program providers implement a variety of support strategies, study groups, tutors, remedial courses, how to study sessions, etc., to try to help these individuals complete their academic programs.
146. *Urban*: An urban area is characterized by higher population density and vast human features in comparison to areas surrounding it; urban areas may be cities, towns or conurbations, but the term is not commonly extended to rural settlements such as villages and hamlets.
147. *Vitae*: A brief biography of qualifications and experiences; a curriculum vitae is often used in academic settings since it provides an overview of a person's experiences and other qualifications.
148. *Withdrawal*: An official act of terminating participation in a course, academic program or from a program provider.