



Accelerated Program Guidelines

Appendix B

Accelerated Programs are programs designed for current holders of PA Instructional I or II certificates who wish to become certified in additional grade levels.

The following certificate holders may enroll in an Accelerated Program:

- N-3 desiring Pre K-4 certificate
- N-3 desiring 4-8 certificate
- K-6 desiring Pre K-4 certificate
- K-6 desiring 4-8 certificate
- 7-9 or 7-12 subject area desiring 4-8 certificate
- N-3 or K-6 desiring Special Education Pre K-8 certificate
- Pre K-4 or 4-8 desiring Special Education Pre K-8 certificate
- 7-12 Subject Area desiring Special Education 7-12 certificate
- Pre K-4 desiring grades 4-8 certificate
- 4-8 desiring Pre K-4 certificate

Appendix B: Accelerated Program Guidelines

PLEASE NOTE: This appendix is subject to all requirements outlined in the primary Framework for **Post-Baccalaureate** Program Guidelines document. All requirements specified in this appendix are additional conditions that must be met in order for these particular types of **post-baccalaureate** programs to be approved by PDE. Refer to the **Pre K-4** and **4-8** Guidelines for a complete listing of competencies that must be covered by each certificate. Please refer to the [Framework Guidelines](#)

Regulation Pertaining to the Accelerated Programs can be found at [Pa Code §49.86](#)

Background

The Department is required to establish standards for Accelerated Programs for holders of the Pre K-4 certificate to acquire certification in grades 4-8 and for holders of the grades 4-8 certificate to acquire certification in Pre K-4. For all other certificate holders who wish to acquire a new certificate, traditional post-baccalaureate programs are available. Accelerated programs must include appropriate level academic content aligned with State academic standards and child development and instructional practice appropriate for the developmental level covered by the certificate. However, applicants can demonstrate subject matter knowledge by passing the appropriate assessments.

The standards for Accelerated Programs outlined in this document are consistent with the regulation in § 49.86, as well as the primary Framework for Post-Baccalaureate Program Guidelines document. In general, these programs are intended to be streamlined and accelerated, while ensuring that the program design covers the competencies in the certificate being acquired and that candidates have exposure in the field to students in the grade band of the new certificate area.

Accelerated programs may be designed to lead to a new certificate only; they do not require a new academic degree.

Accelerated Program Requirements

Accelerated Course of Study

Given that candidates have completed a certification program, Accelerated Programs must provide a streamlined course of study, minimizing duplication of work while addressing the academic standards, child development competencies, and instructional practice appropriate for the developmental level covered by the certificate being acquired.

Accommodations & Adaptations

The Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners competencies will be included in all Pre K-4 and 4-8 programs by January 1, 2011. Programs need not incorporate these competencies if

the programs are designed for candidates that have completed a Pre K-4 or 4-8 program, as the material has already been included and addressed.

Thorough Intake Process

Consistent with the expectations outlined in the Post-Baccalaureate Program Guidelines, the intake process plays an important role in Accelerated Programs. The intake process can account for previous work experiences and coursework in the new certificate area that the candidate already acquired through a previous certificate program. Fully describe a thorough intake process that reduces unnecessary duplication of study and thus accelerates the program for candidates.

Given the variety of course configurations at the college/university level, competencies may be grouped differently by different institutions. Courses at one institution may differ in content from similarly named courses at another institution. It may be more efficient to develop a competency matrix that tracks the courses in which a candidate acquires competencies, rather than using/accepting course names alone.

Field Experiences

Programs must ensure that candidates have exposure to students in the grade band of the new certificate area. Though it is acceptable to account for previous exposure to students in the grade band during the intake process, programs must provide field experience opportunities for candidates that:

- a) Span the entire grade band of the new certificate area;
- b) Occur in multiple and diverse settings; and
- c) Provide exposure to diverse groups of students.

The experience in the field must be sufficient to offer candidates the opportunity to apply strategies and methods that are age/grade-level specific, and provide the candidate with feedback and an opportunity to demonstrate progress over time.

Student Teaching

Programs must ensure that candidates have the opportunity to plan for and manage classrooms in the age/grade band of the new certificate area. Though modifying the duration of student teaching is acceptable, programs must provide opportunities for candidates to student teach that:

- d) Are under the supervision of a highly qualified, appropriately certified cooperating teacher;
- e) Are sufficient to complete the required candidate assessment for student teaching; and
- f) Provide the candidate with feedback and an opportunity to demonstrate progress.

Address Appropriate Competencies

Programs must ensure that candidates acquire the competencies in the new certificate area, and therefore must address the academic standards, child development, and instructional practice appropriate for the developmental level covered by the certificate being acquired.

Consideration may be given to the development of an effective alternative to established courses to account for some of the competency attainment, e.g., Independent Study, Project-Based Field Experiences, or a Research Project with a Research Design. Any alternative to coursework must be described in detail in the application materials, with appropriate examples.

In order to develop and apply for an Accelerated Program, the institution must already have approval to offer the certificate program through either an undergraduate or post-baccalaureate program. An Accelerated Program cannot be approved at an institution that does not already have an approved program for that certificate.

Accelerated Program Compared to other Post-Baccalaureate Programs

When considering the difference between Accelerated Programs and other post-baccalaureate programs, it should be noted that all post-baccalaureate programs now require a thorough intake process that is meant to alleviate course duplication and to give candidates credit for previous experience. It is the responsibility of the institution to crosswalk any/all competency gaps between the 2 certificates' requirements, thereby ensuring that candidates for the new certificate are fully prepared. By virtue of the thorough intake process, each of the following scenarios can be handled through an approved post-baccalaureate program with no need to designate it as an Accelerated Program:

- N-3 desiring Pre K-4 certificate
- N-3 desiring 4-8 certificate
- K-6 desiring Pre K-4 certificate
- K-6 desiring 4-8 certificate
- 7-9 or 7-12 subject area desiring 4-8 certificate
- N-3 or K-6 desiring Special Education Pre K-8 certificate
- Pre K-4 or 4-8 desiring Special Education Pre K-8 certificate
- 7-12 Subject Area desiring Special Education 7-12 certificate

In keeping with the regulation allowing the formation of Accelerated Programs for the Pre K-4 and 4-8 programs, the next pages provide a competency gap analysis that indicates the competency areas that must be covered for Accelerated Programs designed for a Pre K-4 teacher seeking the grades 4-8 certificate, and for a grades 4-8 teacher seeking the Pre K-4 certificate. PDE is not developing competency gap analyses for every possible scenario listed above, since institutions are expected to demonstrate that all post-baccalaureate and Accelerated Programs do indeed meet any competency gaps that may exist between the candidates' first and second certificate programs.

The first table is designed to help in the development of an Accelerated Program for candidates who possess a Pre K-4 certificate. The left column of the table provides a list

of the competency areas that need to be met in order to satisfy the requirements for a grades 4-8 certificate. The right side of the table provides examples of ways to address gaps.

Competency Gap Analysis: Pre K-4 Certificated Candidates Acquiring a 4-8 Certificate

4-8 Competencies Needed	Mechanism to Address Competency Gap
I. Middle Level Education	
A. Philosophy of middle school education B. Adolescent development C. Student transition *E. Instructional strategies F. Technology and materials G. Classroom management *NOTE: The 4-8 Guidelines don't have "D" – the outline skips from C to E.	Candidates must account for or acquire competencies in the certificate area's grade band through: <ul style="list-style-type: none"> • The intake process; and/or • Additional coursework; • Field experiences; • Student teaching.
II. Content and Pedagogy	
A. English/language arts, and reading B. Mathematics C. Science D. Social studies	Candidates must be prepared to teach all 4 of the subject areas on the left side of this table to students in grades 4, 5, and/or 6. The competencies required for each are listed in the grades 4-8 Guidelines. Candidates must demonstrate proficiency in the subject area competencies through: <ul style="list-style-type: none"> • Additional coursework; and/or • Passing the Common section of the appropriate 4-8 certification test required by the Pennsylvania Teacher Certification Testing Program. <p>Additionally, candidates for the grades 4-8 certificate must select a concentration area that qualifies them to teach a subject(s) in grades 7 and/or 8. Concentration areas require additional depth and breadth beyond the minimum requirements above.</p> <p><u>Option I:</u> A concentration in one of the 4 content areas of English/language arts, and reading; mathematics; science; or social studies.</p> <p><u>Option II:</u> Concentration in 2 content areas, with either mathematics or science as one of the 2 concentration areas.</p>

4-8 Competencies Needed	Mechanism to Address Competency Gap
	Concentration combinations possible under Option II: 1. Mathematics and science 2. Mathematics and English/language arts, and reading 3. Mathematics and social studies 4. Science and English/language arts, and reading 5. Science and social studies Candidates may demonstrate proficiency in their chosen concentration by achieving a passing score on the appropriate subject area tests required by the Pennsylvania Teacher Certification Testing Program.
III. Assessment Skills	
Acquired through Pre K-4 program	Assure that assessment practices are contextualized for the upper grade levels.

For a complete listing of competencies that must be covered by each certificate, refer to the Pre K-4 and 4-8 Guidelines. Please see [Framework Guidelines](#).

The next table is designed to help in the development of an Accelerated Program for candidates who possess a grades 4-8 certificate. The left side of the table indicates the competency areas that need to be met in order to satisfy the requirements for a Pre K-4 certificate. The right side of the table notes ways to address gaps.

Competency Gap Analysis: 4-8 Certificated Candidates Acquiring a Pre K-4 Certificate

Pre K-4 Competencies Needed	Mechanism to Address Competency Gap
I. Development, Cognition and Learning	
A. Curriculum B. Social C. Pre K-4 education foundation, theory, and policy D. Child development theory E. Early childhood theory F. PA Early Learning Standards G. Classroom environment H. Behavior I. Diversity	Candidates must account for or acquire competencies in the certificate area's grade band through: <ul style="list-style-type: none"> • The intake process; and/or • Additional coursework; • Field experiences; • Student teaching.
II. Subject Matter Pedagogy Content*	
F. Arts and humanities G. Motor development and health	Candidates must account for or acquire competencies in the certificate area's grade band through: <ul style="list-style-type: none"> • The intake process; and/or • Additional coursework;

Pre K-4 Competencies Needed	Mechanism to Address Competency Gap
	<ul style="list-style-type: none"> • Field experiences; • Student teaching.
III. Assessment*	
<p>D. Establish, develop and sustain the assessment partnerships with families and other professionals.</p> <p>F. Implement approaches to child assessment, including the 6 on pp. 33-34 of the Pre K-4 guidelines</p>	<p>Candidates must account for or acquire competencies in the certificate area's grade band through:</p> <ul style="list-style-type: none"> • The intake process; and/or • Additional coursework; • Field experiences; • Student teaching.
IV. Family and Community Collaboration Partnerships*	
<p>A. Early childhood education candidates must know family systems and the role of families in children's development.</p> <p>B. Early childhood candidates must know strategies for becoming cross-culturally competent.</p> <p>C. Candidates must know and understand strategies to partner with families.</p> <p>D. Candidates will articulate strategies that link families to community resources.</p>	<p>Candidates must account for or acquire competencies in the certificate area's grade band through:</p> <ul style="list-style-type: none"> • The intake process; and/or • Additional coursework; • Field experiences; • Student teaching.
V. Professionalism:*	
<p>C. Relate to, communicate with, develop and sustain partnerships with families.</p> <p>E. Respond to children's emotional communications.</p> <p>F. Respond to children's cultural context for understanding their actions and intentions.</p> <p>H. Help children develop self and emotional regulation.</p> <p>J. Use developmentally appropriate motivational techniques.</p> <p>M. Engage and re-engage children who are struggling.</p>	<p>Candidates must account for or acquire competencies in the certificate area's grade band through:</p> <ul style="list-style-type: none"> • The intake process; and/or • Additional coursework; • Field experiences; • Student teaching.

*Note: Items listed on the left side of the above table are those that are not found in the grades 4-8 certificate requirements, but which are required for the Pre K-4 certificate. Items **not** in this list of Pre K-4 competencies are addressed through a grades 4-8 certificate program.

For a complete listing of competencies that must be covered by each certificate, refer to the Pre K-4 and 4-8 Guidelines. Please see [Framework Guidelines](#).