

March 26, 2012

Post-Baccalaureate Initial Program Approval Rubric

Instructions: The Content Reviewer must see specific documentation (sources of evidence) of compliance with the certificate program's Framework Guideline in order for a program to receive initial approval. Using the criteria found in the following pages only, determine whether programs have Met or have Not Met the requirement for each Framework Guideline. Institutions will have the opportunity to respond to concerns with additional evidence.

Please document specific findings in the electronic application for each aspect of the application. Reviewers must make recommendations for items that do not meet the required standard. Institutions can then use the findings and recommendations as a guide for improvement. Content reviewers are also asked to identify Promising Models and/or Innovative Practices used by institutions to meet the Framework Guidelines. **NOTE: In writing "Findings" statements, do not copy and paste the rubric language; rather, the reviewer must indicate whether he/she located specific evidence; then describe the name, nature, or location of appropriate evidence. Repeated statements from the rubric will result in delays and requests for additional information from the reviewer.**

The Rubric on the following pages is divided into sections which match the sections found within the Framework Guidelines, the electronic application, and the Review Finding Form. Section IV of this document, Candidate Competencies, begins by identifying the common requirements of all certificate programs, and is followed by competencies specific to each certificate program under review.

PDE reserves the right to revise this document as needed.

I. Needs Assessment and Recruitment Plan

Framework Guideline	Does Not Meet Requirement	Meets Requirement	Promising Model and/or Innovative Practice
<p>A. Programs must recruit historically under-represented minorities into programs to diversify the teaching force in Pennsylvania.</p>	<p>A plan to recruit historically under-represented minorities is not provided; OR The plan does not adequately describe how the Program will recruit historically under-represented minorities.</p>	<p>A plan to recruit historically under-represented minorities is provided; AND The plan adequately describes how the Program will aim to recruit historically underrepresented minorities.</p>	<p><i>In addition to meeting requirements:</i> A primary goal of the Program is to recruit historically under-represented minorities; OR The Program is specifically designed to diversity the teaching force in Pennsylvania.</p>
<p>B. Programs must demonstrate that there is an effort to meet at least one high need content area, as defined by the state, or fill an identified shortage within a geographical region.</p>	<p>There is no effort to meet at least one high need content area or fill an identified shortage within a geographical region; OR A justification of the need for the Program is not provided.</p>	<p>The Program makes an effort to meet at least one high need content area or fill an identified shortage within a geographical region; OR The Program provides a justification of the need for the Program.</p>	<p><i>In addition to meeting requirements:</i> The Program identifies meeting a shortage area as a primary goal.</p>
<p>C. Programs must provide evidence of a strong and comprehensive recruitment plan that aligns with goals to meet state or geographical needs and or recruit historically under-represented minorities into teaching.</p>	<p>The Program does not provide evidence of a strong and comprehensive recruitment plan; OR The recruitment plan does not align with Program goals to fill high need content areas or fill an identified shortage within a geographical region; OR The recruitment plan does not align with the Program's needs assessment.</p>	<p>Evidence of a strong and comprehensive recruitment plan is provided; AND The recruitment plan aligns with program goals to fill high need content areas or fill an identified shortage within a geographical region; AND The recruitment plan aligns with the Program's needs assessment.</p>	
<p>D. Programs must ensure that potential candidates can easily access information about the Program.</p>	<p>It is unclear whether the evidence provided by the Program is sufficient to make potential candidates aware of or ensure that potential candidates could easily access information about the Program.</p>	<p>The Program provides evidence that potential candidates can easily access information about the Program; AND The evidence provided by the Program is sufficient to raise potential candidates' awareness of the Program.</p>	<p><i>In addition to meeting requirements:</i> The Program employs tools specifically designed to expand and diversify the applicant pool to meet shortage areas or recruit historically under-represented minorities into teaching. OR The Program provides incentives to attract potential candidates.</p>

II. Admissions and Intake Process

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice
<p>A. Basic admission standards</p>	<p>Basic admission standards are not provided; OR Admission standards do not include one or more of the following: • Applicants already hold a BA or BS degree from an accredited college or university; • Applicants have a minimum 3.0 overall undergraduate GPA;¹ • Applicants have 6 undergraduate credits in mathematics, and 6 undergraduate credits in English composition (3 credits) and English literature (3 credits);² • Applicants have Pennsylvania required clearances;³ • For a Special Education Certificate, applicants must provide evidence of an earned PreK-4, 4-8, Secondary (7-12) or Reading Specialist certificate.⁴</p>	<p>Basic admission standards include ALL of the following criteria: • Applicants already hold a BA or BS degree from an accredited college or university; • Applicants have a minimum 3.0 overall undergraduate GPA;¹ • Applicants have 6 undergraduates credits in mathematics, and 6 undergraduate credits in English composition (3 credits) and English literature (3 credits);² • Applicants have Pennsylvania required clearances;³ • For a Special Education Certificate, applicants must provide evidence of an earned PreK-4, 4-8, Secondary (7-12) or Reading Specialist certificate.⁴</p>	
<p>B. Applicants meet a high bar for admission</p>	<p>The Program’s admissions criteria and process does not set a high bar for admission beyond basic admission standards; OR The Program does not provide evidence that accepted applicants meet a high bar for admission; OR The Program does not provide sufficient evidence that the admissions criteria and process results in a high quality pool of potential candidates.</p>	<p>The Program’s admissions criteria and process sets a high bar for admission beyond basic admission standards; AND The Program provides evidence that accepted applicants meet a high bar for admission; AND The Program provides evidence that the admissions criteria and process results in a high quality pool of potential candidates.</p>	<p><i>In addition to meeting requirements:</i> The Program’s admissions criteria and process ensures that candidates can quickly master the competencies necessary to enter the teaching profession; OR The Program’s admissions criteria and process results in high quality candidates that can successfully transition to teaching.</p>
<p>C. Avoid unnecessary duplication of coursework (§354.25(2))</p>	<p>The Program does not demonstrate a system or process for assessing prior knowledge, experience, coursework, and exam performance; OR The Program does not describe a system of ensuring that the Program is efficient, streamlined, and customized to meet candidate needs; OR</p>	<p>The Program demonstrates a system or process for assessing prior knowledge, experience, coursework, and exam performance; AND The Program describes a system of ensuring that the Program is efficient, streamlined, and customized to meet candidate needs; AND The Program adequately identifies when and why coursework duplication could be deemed essential;</p>	<p><i>In addition to meeting requirements:</i> The Program’s intake process is thorough and rigorous, both avoiding duplicative coursework, while maximizing a candidate’s previous experiences in the context of the program; OR</p>

¹ OR receive conditional admissions contingent upon maintaining a 3.0 GPA or higher after 12 or more credits of post-baccalaureate coursework OR meet the standards outlined in Chapter 354.

² OR receive notification upon program admission that the course credits must be completed in order to be recommended for certification.

³ OR receive notification upon program admission that all required clearances must be in place prior to program field experiences and student teaching.

⁴ OR receive notification upon program admission that to be recommended for certification upon completion of a Special Education program, candidates must have earned a PreK-4, 4-8, Secondary (7-12) or Reading Specialist certificate.

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice
	<p>The Program does not provide any explanation of whether coursework duplication could be deemed essential; OR The Program does not provide at least 2 strong examples demonstrating that duplication of coursework is minimal for candidates.</p>	<p>AND The Program provides evidence that duplication of coursework is minimal for candidates using at least 2 strong examples of how candidates were advised and how the courses and requirements were subsequently tailored to address their previous experiences and meet their individual needs.</p>	<p>The Program makes a strong effort to clearly account for candidates' established skills and knowledge.</p>

III. High Quality and Streamlined Program Design

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
<p>A. Program Design 1. All competencies/ sub-competencies must be addressed for each major topic in the certificate under review. (22 Pa. Code §354.25(c)(2) and §354.33(1)(i))</p>	<p>The Program does not provide a tool, e.g., curriculum matrix, indicating a sequence of instruction to develop an understanding of the competencies, structure, or methods of inquiry and application of technology related to each academic discipline the candidates plan to teach; OR The Program does not provide a syllabus for each course; OR Syllabi do not identify the competencies to be included and assessed within each course.</p>	<p>The Program provides a tool, e.g., a curriculum matrix, indicating a well-planned sequence of instruction to develop an understanding of the competencies, structure, or methods of inquiry and application of technology related to each academic discipline the candidates plan to teach; AND The Program provides a syllabus for each course; AND Course syllabi identify the competencies to be included and assessed in each course.</p>	<p><i>In addition to meeting requirements:</i> Program uses innovative sequence of coursework and methods to instruct and measure competencies; OR Program uses admissions requirements and/or the intake process to account for previous experiences and coursework.</p>
<p>2. Coursework is streamlined and differs from a traditional pre-baccalaureate program design.</p>	<p>Course sequence and program design is not tailored to post-baccalaureate candidates; OR Coursework is not streamlined where appropriate for post-baccalaureate candidates.</p>	<p>Course sequence and program design is tailored to post-baccalaureate candidates in at least one of the following ways:</p> <ul style="list-style-type: none"> • Non-traditional or flexible course schedules; • Tailored coursework or post-baccalaureate-specific course syllabi; • Program results in a higher degree, such as a masters degree; • Coursework can be completed with fewer credits than recommended for pre-baccalaureate professional core; • Multiple paths are provided for different types of post-baccalaureate candidates based on previous experiences; and/or • Course content is designed to meet immediate needs of candidates. <p>Note: Other course sequences and program designs tailored to post-baccalaureate candidates that are not listed above may be deemed acceptable by reviewers. AND Coursework is streamlined where appropriate for post-baccalaureate candidates.</p>	<p>Course sequence and/or program design is specifically tailored to post-baccalaureate candidates in an innovative manner and streamlined in a way that minimizes time to program completion without sacrificing quality.</p>

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
<p>3. Competencies are embedded throughout the program, especially in field experiences.</p>	<p>Evidence does not indicate that competencies are embedded throughout the Program; OR Competencies are not addressed in any field experiences.</p>	<p>Evidence indicates that competencies are embedded throughout the Program; AND Competencies are addressed through field experiences.</p>	<p>Innovative Program design addresses many competencies through field experiences.</p>
<p>4. Candidates are assessed in their acquisition of competencies.</p>	<p>Evidence does not indicate that candidates are assessed in their acquisition of the competencies in the relevant Certificate Framework guidelines for each certification program; OR Program does not identify course assessments and/or assessments that accompany field experiences or student teaching; OR Program does not utilize additional overarching assessment tools, such as portfolios, to evaluate candidates.</p>	<p>Candidates are assessed in their acquisition of the competencies in the relevant Certificate Framework guidelines for each certification program; AND Program identifies course assessments and assessments that accompany field experiences or student teaching; AND Program utilizes additional overarching assessment tools, such as portfolios, to evaluate candidates.</p>	<p>Program uses multiple assessment tools to ensure that candidates master competencies.</p>

IV. Field Experiences and Student Teaching

(22 Pa. Code §49.14(4)(iv) and (viii))

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
<p>A. Field Experiences and/or student teaching have been adapted to meet the specific and unique needs of post-baccalaureate candidates.</p>	<p>Field experiences and/or student teaching have not been adapted to meet the specific and unique needs of post-baccalaureate candidates; OR Program does not provide specific examples of how the intake process accounts for field experience and student teaching requirements, especially for those candidates that enter post-baccalaureate programs with previous work-related experiences with children and in classrooms; OR Program does not indicate how the experiences will be modified for candidates who already have a valid PA certificate in another area while still ensuring that candidates have significant exposure to the subject matter and grade level for which they are seeking</p>	<p>Field experiences and/or student teaching have been adapted to meet the specific and unique needs of post-baccalaureate candidates; AND Program provides specific examples of how the intake process accounts for field experience and student teaching requirements, especially for those candidates that enter post-baccalaureate programs with previous work-related experiences with children and in classrooms; AND Program indicates how the experiences will be modified for candidates who already have a valid PA certificate in another area while still ensuring that candidates have significant exposure to the subject matter and grade level for which they are</p>	<p>Field experiences and/or student teaching is specifically tailored to post-baccalaureate candidates in an innovative manner and streamlined in a way that minimizes time to program completion without sacrificing quality.</p>

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
<p>B. Collaboration with Field Placement Sites</p> <p>1. Institution works with placement sites in the design, assessment, enrollment and clinical placement of teacher candidate field experiences. (22 Pa. Code S354.25(d)(5) and §354.26(a)(2))</p>	<p>certification.</p> <p>No evidence is provided to support that the Program has worked jointly with placement sites in the design and assessment of effective field experiences;</p> <p style="text-align: center;">OR</p> <p>Evidence provided does not indicate that the Program was designed with input and collaboration from partnering schools and educational settings, and that the program design is consistently informed by feedback and communication with those partners;</p> <p style="text-align: center;">OR</p> <p>No evidence provided in one or more of the following areas:</p> <ul style="list-style-type: none"> • The Program is thoughtful of the time commitment required of partnering schools and educational settings; • The Program is aware of the different needs and levels of experience of post-baccalaureate candidates; and • The Program aims to coordinate coursework with field experiences and student teaching through the partnerships with schools and educational settings. 	<p>seeking certification.</p> <p>The Program provides evidence of working with placement sites in the design and assessment of effective field experiences, and with the enrollment and placement of field experiences;</p> <p style="text-align: center;">AND</p> <p>Evidence provided indicates that the Program was designed with input and collaboration from partnering schools and educational settings, and that the program design is consistently informed by feedback and communication with those partners;</p> <p style="text-align: center;">AND</p> <p>Evidence of the following is provided:</p> <ul style="list-style-type: none"> • The Program is thoughtful of the time commitment required of partnering schools and educational settings; • The Program is aware of the different needs and levels of experience of post-baccalaureate candidates; and • The Program aims to coordinate coursework with field experiences and student teaching through the partnerships with schools and educational settings. 	<p>Evidence indicates ongoing and intentional collaboration with placement sites in the design, assessment, enrollment and clinical placement of high quality field experiences.</p>
<p>2. Collaborative activities have taken place between the institution and at least three of its common field experience placement sites required for this certificate. (22 Pa. Code §354.26(a-d))</p>	<p>Evidence indicates that the Program has participated in collaboration activities with fewer than three field placement sites;</p> <p style="text-align: center;">OR</p> <p>Evidence does not indicate that there is partnership or ongoing collaboration with participating schools and educational settings;</p> <p style="text-align: center;">OR</p> <p>The Program only demonstrates the amount – not the quality – of communication, collaboration, and partnership.</p>	<p>Evidence indicates that collaboration has taken place between the institution and at least three of the common field experience placement sites required for this certificate Program;</p> <p style="text-align: center;">AND</p> <p>Evidence indicates that there is partnership and ongoing collaboration with participating schools and educational settings, which may be provided in many ways, such as:</p> <ul style="list-style-type: none"> • A detailed partnership agreement with through a memorandum of understanding or similar documentation; • A log of communication; • Information about advisory boards, listservs, or other formalized networks for partnership and communication; • Lists of all partnering entities and points of 	<p>Evidence indicates that ongoing collaboration takes place between the institution and all field experience placement sites used for this certificate Program.</p>

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
		contact; and • Letters from partners indicating the level of involvement and collaboration; AND The Program demonstrates the quality – not just amount – of communication, collaboration, and partnership.	
3. Institution works with placement sites to ensure candidates have exposure to various settings. (22 Pa. Code §354.25(d)(2))	No evidence is provided to indicate that activities occur between the institution and field experience placement sites to ensure varied placements.	Evidence indicates that activities occur between the Program and field experience placement sites to ensure that candidates have exposure to different grade/age bands and settings required by the certificate guidelines.	Evidence suggests that both the Program and field experience placement sites collaborate to vary the settings throughout all stages of field experiences and for all grade/age levels within the certificate.
C. Field Experiences and Student Teaching: Stages 1 & 2, Observation and Exploration (22 Pa. Code §354.25(d)(1-5) and S354.25(f)) 1. Experience Hours	The Program does not provide evidence that candidates will have 40 hours in field placement(s).	The Program provides evidence that candidates will have at least 40 hours in field placement(s).	<i>In addition to requirements</i> , evidence indicates that field experiences begin early in the Program, and provide candidates with significant opportunities to explore the age/grade level Program he/she is most interested in before reaching the pre-student teaching level.
2. Placement Sites	No evidence that the field experience(s) will include opportunities in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.	Evidence indicates a wide variety of diverse field experiences is intentional and common for all candidates.	<i>In addition to requirements</i> , evidence demonstrates that Professional Development School models are available for candidates.
3. Frequent observation and consultation with cooperating teachers, field supervisors and school administrators. (22 Pa. Code S354.25€(1))	No documentation is provided to indicate that field experiences will include observation and consultation with cooperating teachers, Program faculty, and school administrators.	Documentation indicates that field experiences will include observation and consultation with cooperating teachers, Program faculty, and school administrators.	
4. Competency Assessment	No documentation is provided to indicate how the Program assesses competencies through field experiences; OR Syllabi for Program courses do not address field experience requirements.	Documentation is provided to indicate how the Program assesses competencies through field experiences; AND Syllabi for Program courses address field experience requirements.	<i>In addition to requirements</i> , evidence indicates that field experiences have specific intended outcomes, which are assessed through a variety of performance assessments.
D. Field Experiences and Student Teaching: Stage 3, Pre-Student Teaching (22 Pa. Code §354.25(d)(1-5) and S354.25(f)) 1. Experience Hours	The Program does not provide evidence that candidates will have 150 hours in field experience(s); OR <i>For dual certification</i> , evidence indicates that dual certification candidates do not have a balance of hours between Special Education and other placements.	The Program provides evidence that candidates will have 150 hours in field experience(s); AND <i>For dual certification</i> , evidence indicates that dual certification candidates have a balance of hours between Special Education and other placements.	<i>In addition to requirements</i> , the Program provides evidence that candidates participate in field experiences with significant opportunities to become involved in all aspects of the professional role, including parent-school relations, with supervision.

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
2. Placement Sites	<p>Evidence does not indicate that the field experience(s) will include opportunities in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations;</p> <p style="text-align: center;">OR</p> <p>Evidence does not indicate that there is at least one pre-student teaching field experience in an inclusive setting;</p> <p style="text-align: center;">OR</p> <p>There is no evidence that at least one experience occurs in a public school setting.</p>	<p>Evidence indicates that a wide variety of diverse field experiences is intentional and common for all candidates;</p> <p style="text-align: center;">AND</p> <p>There is evidence that at least one pre-student teaching field experience occurs in an inclusive setting;</p> <p style="text-align: center;">AND</p> <p>There is evidence that at least one experience occurs in a public school setting.</p>	<p><i>In addition to requirements, evidence demonstrates that Professional Development School models are available for candidates.</i></p>
3. Frequent observation and consultation with cooperating teachers, field supervisors and school administrators. (22 Pa. Code §354.25€(1))	<p>No documentation is provided to indicate that field experiences will include observation and consultation with cooperating teachers, Program faculty and/or field Experience supervisors, and school administrators;</p> <p style="text-align: center;">OR</p> <p>There is no evidence of a face-to-face instructional component for pre-student teaching.</p>	<p>Documentation indicates that field experiences will include observation and consultation with cooperating teachers, Program faculty and/or field Experience supervisors, and school administrators;</p> <p style="text-align: center;">AND</p> <p>There is evidence of a face-to-face instructional component for pre-student teaching.</p>	
4. Competency Assessment	<p>No documentation is provided to indicate the assessment of field experience competencies;</p> <p style="text-align: center;">OR</p> <p>Syllabi for assigned courses do not address field experience requirements.</p>	<p>Documentation is provided to indicate the assessment of field experience competencies.</p>	
<p>E. Field Experiences and Student Teaching: Stage 4, Student Teaching (22 Pa. Code S354.25(f))</p> <p>1. Duration</p>	<p>No evidence that at least 12 weeks of student teaching are required of candidates;</p> <p style="text-align: center;">OR</p> <p><i>For dual certification, the student teaching experience for the dual candidate is not balanced between a Special Education and a Regular Education experience.</i></p>	<p>Evidence indicates that at least 12 weeks of student teaching is required of candidates;</p> <p style="text-align: center;">AND</p> <p><i>For dual certification, the student teaching experience for the dual candidate is balanced between a Special Education and a Regular Education experience.</i></p>	<p>The Program provides evidence that candidates participate in a student teaching experience that far exceeds the duration and scope outlined in the certificate requirements, yet through its creative design does not unduly burden the candidate.</p>
2. Placement Sites	<p>There is no evidence that at least a portion of the student teaching placement occurs in a public school setting.</p>	<p>There is evidence that at least a portion of the student teaching placement occurs in a public school setting.</p>	<p>Evidence demonstrates that Professional Development School models are available for candidates.</p>
3. Frequent observation and consultation with cooperating teachers, field supervisors and school administrators. (22 Pa. Code §354.25(e)(1))	<p>No documentation is provided to indicate that field experiences will include observation and consultation with cooperating teachers, student teaching supervisors, and school administrators;</p> <p style="text-align: center;">OR</p> <p>There is no evidence of a face-to-face instructional component for student teaching.</p>	<p>Documentation indicates that field experiences will include observation and consultation with cooperating teachers, student teaching supervisors, and school administrators;</p> <p style="text-align: center;">AND</p> <p>There is evidence of a face-to-face instructional component for student teaching.</p>	

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Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practices
4. Competency Assessment	No documentation is provided to indicate the assessment of performance-based competencies in student teaching.	Documentation is provided to indicate the assessment of performance-based competencies in student teaching.	

V. Candidate Assessment and Program Completion

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice
A. Candidates are given clear and specific expectations regarding assessment and program completion.	Limited evidence is provided to suggest that candidates are given clear and specific expectations regarding assessment and program completion.	Evidence is provided that candidates are given clear and specific expectations regarding assessment and program completion.	
B. Holistic, integrated plan of assessment.	Evidence is not provided in at least one of the following areas: A holistic plan of assessment is provided; OR Candidates are assessed at regular intervals throughout the Program, including during coursework and field experiences; OR Formative and summative assessment strategies are indicated; OR It is clear how assessment is connected to and candidate growth and improvement; OR Assessment is woven throughout all Program components and connects to the cumulative, comprehensive assessment strategy.	A holistic plan of assessment is provided. AND Candidates are assessed at regular intervals throughout the Program, including during coursework and field experiences; AND Formative and summative assessment strategies are indicated; AND It is clear how assessment is connected to and candidate growth and improvement; AND Assessment is woven throughout all Program components and connects to the cumulative, comprehensive assessment strategy.	Assessment is a central component of the Program and is tied to a cumulative, comprehensive assessment strategy.
C. Formative assessments, ongoing performance feedback for candidates, and tools in place for candidate improvement and supports.	Evidence is not provided in at least one of the following areas: Consistent, formative assessments are in place; OR Candidates receive ongoing performance feedback to identify areas of improvement and develop a strategy for growth; OR There is a feedback loop in place that supports and consistently allows for candidate improvement; OR There are supports available to candidates to improve; OR Candidates are informed of those supports.	Consistent, formative assessments are in place; AND Candidates receive ongoing performance feedback to identify areas of improvement and develop a strategy for growth; AND There is a feedback loop in place that supports and consistently allows for candidate improvement; AND There are supports available to candidates to improve; AND Candidates are informed of those supports.	Candidates have ample opportunity to improve and grow and are given extensive supports as part of an ongoing performance feedback loop.
D. Cumulative, comprehensive assessment strategy that ensures candidate mastery of the competencies.	No evidence is provided of a cumulative, comprehensive assessment strategy that ensures candidate mastery of the competencies; OR	Evidence is provided of a cumulative, comprehensive assessment strategy that ensures candidate mastery of the competencies; AND	

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice
	Specific tools to assess whether candidates have acquired competencies are not identified.	Specific tools to assess whether candidates have acquired competencies are identified.	
E. Candidate requirements for program completion.	Candidate requirements for program completion are not provided; OR Evidence does not indicate that there is a high standard in place to recommend the candidate for certification; OR Evidence does not indicate that all candidates must demonstrate satisfactory completion of student teaching as evidenced through the PDE 430 form.	Candidate requirements for program completion are outlined; AND There is a high standard in place to recommend the candidate for certification; AND All candidates must demonstrate satisfactory completion of student teaching as evidenced through the PDE 430 form.	

VI. Candidate and New Teacher Supports

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice
A. Plan for actively providing candidate and new teacher support.	A plan for candidate and new teacher support is not provided; OR The plan does not demonstrate how candidates will receive a comprehensive sequence of supports throughout the Program and upon program completion; OR The plan does not demonstrate how the candidate and new teacher support system fit into the overall program design and sequence.	A plan for candidate and new teacher support is provided; AND The plan demonstrates how candidates will receive a comprehensive sequence of supports throughout the Program and upon program completion; AND The plan demonstrates how the candidate and new teacher support system fit into the overall program design and sequence.	
B. Faculty supervisors and assigned mentors are qualified to advise candidates.	Limited evidence is provided that faculty supervisors and assigned mentors are qualified to advise candidates; OR The criteria used to select faculty supervisors and assigned mentors is not provided; OR Additional, specialized training that these individuals receive to support candidates is not indicated.	Evidence is provided that faculty supervisors and assigned mentors are qualified to advise candidates; AND The criteria used to select faculty supervisors and assigned mentors is outlined; AND Additional, specialized training that these individuals receive to support candidates is outlined.	
C. Program graduate support and collaboration and partnership with local education agencies to deliver induction programs. (22 Pa. Code §49.14(4)(ix))	Evidence indicates limited support for novice educators in partnership with local education agencies during their induction period, including observation, consultation and assessment; OR All support activities are left to the graduate to initiate.	Evidence indicates ongoing support for novice educators in partnership with local education agencies during their induction period, including observation, consultation and assessment.	The Program has provided evidence of a new teacher support program that supports graduates in ways that foster advanced scholarship and collaboration between Basic and Higher Education; OR The Program provides evidence of a

Framework Guideline	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice
			formalized support program with an education partner, e.g. the local school district or Head Start, to support all new teachers of the education partner, regardless of the institution from which they graduate, e.g., collaborating on a new teacher induction program.

VII. Additional Program Elements

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
A. Program Design 1. Mission Statement – Mission statement is specific to each program seeking approval. (22 Pa. Code §354.21(1-2) and §354.25(a)(1))	A Mission statement specific to each Program seeking approval is not provided; OR The Mission is not reflected in the Program Design.	A Mission statement specific to each Program seeking approval is provided; AND The Mission is reflected in the Program Design.	The Program mission statement is integrated into the institution’s overall mission.	
2. Mission Statement – Parties who took part in the development of the mission statement are identified. (22 Pa. Code §354.21(1-2) and §354.25(a)(1))	No evidence is provided that the mission statement is cooperatively developed by faculty, candidates and other members of the professional community.	Evidence is provided that the mission statement is cooperatively developed by faculty, candidates and other members of the professional community.		
3. General Education – Chapter 354 Math and English Requirements (22 Pa. Code §354.23(b)(1-2))	The Program has not shown evidence of meeting the Chapter 354 Math and English requirements.	Evidence indicates that the Chapter 354 Math and English requirements are included within the course of study or assessed as part of the intake process.		
4. Special Education Dual Certification – Identification method to design a dual program that can be completed as efficiently as possible. (22 Pa. Code §354.25(a)(4) and §354.25(a)(2))	The institution does not provide assurances that the Program minimizes duplication of coursework and/or can be completed efficiently.	The institution minimizes duplication of coursework and ensures that the Program can be completed efficiently.		Select N/A if Program is not designed to be a special education dual certification program.
5. Special Education Dual Certification – Coursework addresses appropriate grade bands and competencies are met in terms of depth and breadth.	The institution does not identify all courses in the Special Education Program; OR The course advisement sheet is not uploaded and/or does not indicate a pathway for the Dual Certification Candidate; OR	Special Education Program courses are listed; AND Examples, i.e., advisement sheets, of candidate pathways have been provided. (e.g., PreK-4 + Special Ed PK-8); AND The Institution has provided a rationale describing how		Select N/A if Program is not designed to be a special education dual certification program.

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
	<p>The Institution did not provide a rationale justifying how the Program covers the full age/grade band of the certificate, i.e., PK-8 or 7-12;</p> <p style="text-align: center;">OR</p> <p>It is not clear whether the coursework adequately addresses the competencies in terms of depth and/or breadth.</p>	<p>competencies cover the full age/grade band of the certificate;</p> <p style="text-align: center;">AND</p> <p>Coursework adequately addresses the competencies in terms of depth and breadth.</p>		
<p>6. Special Education Dual Certification – Rationale for the Special Education Program design.</p>	<p>The rationale for the special education program design is not provided;</p> <p style="text-align: center;">OR</p> <p>The rationale provided does not indicate that the Program is designed in a streamlined or cohesive manner.</p>	<p>The rationale for the special education program design is provided;</p> <p style="text-align: center;">AND</p> <p>The rationale provided indicates that the Program is designed in a streamlined and cohesive manner.</p>		<p>Select N/A if Program is not designed to be a special education dual certification program.</p>
<p>B. Program Delivery 1. Percentage of distance learning courses is provided.</p>	<p>The Program did not provide the percentage of courses delivered through distance learning.</p>	<p>The Program completed the table indicating the percentage of distance learning.</p>		<p>Select N/A if Program is not planning to use distance learning.</p>
<p>2. Communication activities are employed between faculty and students that offer guidance and support for distance learning courses.</p>	<p>The Program did not document methods for communication between faculty and students enrolled in distance learning courses.</p>	<p>The Program documents methods for communication between faculty and students enrolled in distance learning courses.</p>	<p>Evidence indicates multiple or unique strategies to foster communication between the faculty and students enrolled in distance learning courses.</p>	<p>Select N/A if Program is not planning to use distance learning.</p>
<p>3. Program can assess performance-based competencies in distance learning courses.</p>	<p>The Program did not document methods used to assess performance-based competencies, e.g., application of skills, for the on-line course.</p>	<p>The Program documents methods to assess performance-based competencies in courses delivered through distance learning;</p> <p style="text-align: center;">OR</p> <p>If the Program employs distance learning, it is limited to courses and does not extend into Stages 3 and 4 field experiences. Stages 3 and 4 must utilize face to face meetings/instruction, monitoring, and feedback by a college supervisor.</p>	<p>Distance learning coursework employs differentiation for individual needs based on assessment;</p> <p style="text-align: center;">AND/OR</p> <p>The Program models formative and summative assessment practices appropriate for classroom instruction.</p>	<p>Select N/A if Program is not planning to use distance learning.</p>
<p>C. Key Academic Standards and Assessment Anchors (22 Pa. Code §49.14(4)(iii) and §354.25(b))</p>	<p>Course work does not clearly articulate how candidates apply an understanding and mastery of the PA Academic Standards and local and State</p>	<p>Coursework articulates how candidates apply an understanding and mastery of the PA Academic Standards (including Alternate Academic Content</p>	<p>Candidates are taught PA Academic Standards in conjunction with National</p>	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
<p>1. Candidates plan and revise lessons using standards and assessment anchors.</p>	<p>assessments to instruction; OR Field experiences do not offer candidates an opportunity to apply an understanding of the PA Academic Standards to local or State assessments to the development of lesson plans; OR Syllabi do not identify how candidates learn to develop standards-aligned lesson plans within coursework.</p>	<p>Standards), and local and State assessments, and instruction; AND Field experiences focus on providing candidates an opportunity to apply an understanding of the PA Academic Standards to local or State assessments; AND Syllabi identify how candidates learn to develop standards-aligned lesson plans within coursework.</p>	<p>Standards from professional associations throughout the Program; AND/OR Candidates are expected to develop lesson plans and revision plans appropriate for a standards-aligned system; AND/OR Application of PA Academic Standards and their connection to local and State assessments and lesson planning is integrated throughout the Program.</p>	
<p>2. Candidates use standards, anchors, and formative and summative assessments in evaluating student progress and teacher effectiveness.</p>	<p>Course work does not clearly articulate how candidates apply understanding and mastery of the PA Academic Standards and local and State assessments to evaluation of instruction or teacher effectiveness; OR Field experiences do not offer candidates an opportunity to evaluate student progress or teacher effectiveness using local or State assessments; OR Syllabi do not identify how candidates learn to evaluate student progress and teacher effectiveness within coursework.</p>	<p>Course work articulates how candidates apply understanding and mastery of the PA Academic Standards (including Alternate Academic Content Standards), and local and State assessments to the evaluation of instruction and teacher effectiveness; AND Field experiences offer candidates an opportunity to evaluate student progress or teacher effectiveness using local or State assessments; AND Syllabi identify how candidates learn to evaluate student progress and teacher effectiveness within coursework.</p>	<p>Program Faculty model the teacher as reflective practitioner and intentionally ask candidates to self-reflect on their performance on assignments, tests, etc., in comparison to the standard; AND/OR Candidates analyze sample PSSA data with experts to identify potential weaknesses in curriculum or instruction; AND/OR Candidates are expected to dialogue with instructors during field experience about</p>	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
			observed effectiveness of lessons and/or interventions.	
<p>3. Candidates utilize common local and district assessment tools (including computerized methods) to measure student progress towards meeting standards.</p>	<p>Course work does not clearly articulate how candidates assess mastery of the PA Academic Standards using local and district assessment tools (including computerized methods); OR Field experiences do not offer candidates an opportunity to observe or use local and district assessment tools (including computerized methods); OR Syllabi do not identify how candidates learn about local and district assessment tools (including computerized methods).</p>	<p>Course work articulates how candidates assess mastery of the PA Academic Standards (including Alternate Academic Content Standards) using local and district assessment tools (including computerized methods); AND Field experiences offer candidates an opportunity to observe or use local and district assessment tools (including computerized methods); AND Syllabi identify how candidates learn about local and district assessment tools (including computerized methods).</p>	<p>The Program collaborates with local schools to include candidates in assessment tool training opportunities (including computerized methods); AND/OR Candidates conduct analyses of the most common assessment tools and debate the merits of each; AND/OR Candidates are expected to assist the cooperating teacher with data entry or analysis of local and district assessments.</p>	
<p>4. Candidates assess student performance, reflect on the results, and share appropriately with students the results of such assessments.</p>	<p>Course work does not clearly articulate how candidates learn to assess student performance, reflect on the results and share results appropriately with students; OR Field experiences do not offer candidates an opportunity to assess student performance, reflect on the results and share results appropriately with students (or observe the cooperating teacher share results appropriately with students); OR Syllabi do not identify how candidates learn about age-appropriate sharing of assessments results with students or the ethics of confidentiality</p>	<p>Course work articulates how candidates learn to assess student performance, reflect on the results and share results appropriately with students; AND Field experiences offer candidates an opportunity to assess student performance, reflect on the results and share results appropriately with students (or observe the cooperating teacher share results appropriately with students); AND Syllabi identify how candidates learn about age-appropriate sharing of assessments results with students or the ethics of confidentiality.</p>	<p>Candidates routinely observe professional educators conveying assessment results in age appropriate and confidential ways; AND/OR Candidates analyze scenarios of teachers sharing assessment results to evaluate strengths and concerns of each; AND/OR Candidates are expected to interview the cooperating teacher and or students about possible</p>	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
			impacts of assessment results on the students' motivation and self-image.	
<p>5. Candidates apply standards based data-driven decision making procedures to lesson planning, re-teaching and unit planning.</p>	<p>Course work does not clearly articulate how candidates learn to apply assessment data to lesson planning, re-teaching and unit planning; OR Field experiences do not offer candidates an opportunity to apply assessment data to lesson planning, re-teaching and unit planning; OR Syllabi do not identify how candidates learn about re-teaching and unit planning.</p>	<p>Course work articulates how candidates learn to apply assessment data to lesson planning, re-teaching and unit planning; AND Field experiences offer candidates an opportunity to apply assessment data to lesson planning, re-teaching and unit planning; AND Syllabi identify how candidates learn about re-teaching and unit planning.</p>	<p>Opportunities for candidates include peer-teaching sessions which include feedback, resulting in the development of a re-teaching plan; AND/OR Candidates learn to analyze test results and incorporate their findings into a re-teaching or unit plan; AND/OR Candidates are expected to revise an observed lesson in a field experience based on formative or summative data collected through local assessments.</p>	
<p>6. Candidates apply standards based assessment data to selection of appropriate instructional materials, technology and/or recommendation for intervention.</p>	<p>Course work does not clearly articulate how candidates learn to apply assessment data to the selection of appropriate instructional materials or technology; OR Field experiences do not offer candidates an opportunity to select appropriate instructional materials or technology; OR Syllabi do not identify how candidates learn about the process of recommending students for intervention or examples of assessments used to determine need for intervention.</p>	<p>Course work articulates how candidates learn to apply assessment data to the selection of appropriate instructional materials or technology; AND Field experiences offer candidates an opportunity to select appropriate instructional materials or technology; AND Syllabi identify how candidates learn about the process of recommending students for intervention; and syllabi indicate that candidates see examples of assessments used to determine need for intervention.</p>	<p>Candidates have opportunities to select materials based on assessed ability levels of small groups or individuals; AND/OR Candidates develop portfolios of various technological tools or Internet sites they have analyzed for appropriate age/grade level content and design; AND/OR</p>	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
			Candidates are expected to interview a cooperating teacher or parent regarding a student that was recommended for intervention.	
<p>D. Faculty Activities and Collaboration</p> <p>1. Assessment of Certificate Program Faculty and Participation in the Program Management. (22 Pa. Code §354.41(c) and §354.26(a)(1) and §354.41(e))</p>	<p>The Program did not provide evidence of the systematic assessment of the competence and intellectual vitality of faculty, including adjuncts; OR</p> <p>The Program did not provide evidence that all faculty who teach the professional core and academic studies participate in program planning and all facets of the professional education curriculum.</p>	<p>The Program provides evidence of the systematic assessment of the competence and intellectual vitality of faculty, including adjuncts; AND</p> <p>The Program provides evidence that all faculty who teach general and academic studies participate in program planning and many facets of the professional education curriculum.</p>	<p>The Program provides evidence of an innovative method of assessing the competence and/or intellectual vitality of faculty, including adjuncts; AND/OR</p> <p>The Program demonstrates that faculty collaborate in program planning and in all facets of Program Management.</p>	
<p>2. Arts & Science Faculty Collaboration. (22 Pa. Code §354.25(a)(4) and §354.26(a)(1) and §354.41(e))</p>	<p>No evidence was provided that Arts & Sciences faculty collaborate in program development; OR</p> <p>Evidence indicates course material is repeated in the Professional Core and the Arts and Science courses, indicating a lack of collaboration among those faculty.</p>	<p>The Program provides evidence of collaboration activities between the Arts and Sciences Faculty; AND</p> <p>Evidence indicates differentiation between course material in the Professional Core and the Arts and Sciences courses, indicating collaboration among those faculty.</p>	Evidence of ongoing or innovative collaboration activities between the Arts & Sciences and education faculty has been provided.	
<p>3. Educational Technology – Program Faculty members are trained to use educational technology. (22 Pa. Code §354.41(d))</p>	No evidence exists to document that all program faculty including adjuncts have received training in current practices related to the use of computers and emerging technology, electronic information, the Internet, video resources, computer hardware and software, distance learning technologies and related technologies and resources.	Program documents that all program faculty including adjuncts have received training in current practices related to the use of computers and emerging technology, electronic information, the Internet, video resources, computer hardware and software, distance learning technologies and related technologies and resources.	Evidence of ongoing faculty training and support for the use of computers and emerging technology, electronic information, the Internet, video resources, computer hardware and software, distance learning technologies and related technologies and resources is provided.	
<p>4. Educational Technology – Faculty members are assessed in their educational technology knowledge</p>	No evidence exists to indicate that program faculty, including adjuncts, are assessed in their ability to integrate educational technology knowledge and skills into	Evidence indicates that program faculty members are assessed in their ability to integrate educational technology into their teaching and scholarship.	Program identifies methods used to assess faculty ability to integrate educational	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
and skills (22 Pa. Code §354.41 (d))	their teaching or scholarship.		technology into teaching and scholarship, including examples of such integration.	
5. Educational Technology – Collaboration Activities with Other Institutions (22 Pa. Code §354.26(a) and §49.14(5))	<p>Lack of evidence of collaborative activities between the Program and a minimum of two institutional partners, i.e., feeder institutions, to develop the professional education program being applied for;</p> <p style="text-align: center;">OR</p> <p>If a waiver of this requirement is requested, an enrollment report has not been uploaded to indicate fewer than five (5) transfer students have been admitted to this institution’s teacher certification programs each year.</p>	<p>Evidence indicates collaboration activities have occurred between the Program and at least two institutional partners, i.e., feeder institutions, to develop the professional education program being applied for;</p> <p style="text-align: center;">OR</p> <p>If a waiver of this requirement is requested, an enrollment report is uploaded to indicate fewer than five (5) transfer students have been admitted to this institution’s teacher certification programs each year.</p>	Evidence of collaboration activities between the Program and more than two institutional partners, i.e., feeder institutions, to develop the professional education program.	
6. Faculty Qualifications – Vitae are provided for all faculty teaching the core competencies. (22 Pa. Code §354.41(a) and (c))	<p>Vitae are not available for faculty, including adjuncts assigned to teach core competencies.</p> <p style="text-align: center;">OR</p> <p>Not all courses are assigned to an instructor.</p>	<p>Vitae including comments are available for faculty, including adjuncts assigned to teach core competencies.</p> <p style="text-align: center;">AND</p> <p>Every course is assigned to an instructor.</p>	<i>In addition to meeting requirements</i> , all faculty vitae, including adjuncts’ vitae, are formatted in consistent, computer-friendly formats.	
7. Faculty Qualifications – Faculty in this certificate program are assigned to courses matching their expertise as indicated by their degree, certification, experience and professional scholarship. (22 Pa. Code §354.41(a) and (c))	<p>Evidence provided indicates that fewer than 80% of professional core faculty members for this Program are qualified to teach their assigned course. Evidence includes related Academic degrees, public school certification(s), professional experience in Basic (PreK-12) and/or Higher Education, and professional development pertaining to the competencies assigned to a course;</p> <p style="text-align: center;">AND</p> <p>For faculty with insufficient vitae, the institution has failed to provide additional comments in support of faculty qualifications for an assigned course.</p> <p>Note: reviewers must identify each faculty and his/her missing credentials.</p>	<p>Evidence provided indicates that at least 80% of professional core faculty members for this Program are qualified to teach their assigned course. Evidence includes related Academic degrees, public school certification(s), professional experience in Basic (PreK-12) and/or Higher Education, and professional development pertaining to the competencies assigned to a course;</p> <p style="text-align: center;">OR</p> <p>For faculty with insufficient related degrees, certifications, experience, or professional development, the institution has provided sufficient comments in support of their assignment to a course.</p> <p>Note: reviewers must identify each faculty and his/her missing credentials.</p>	<p>Evidence provided indicates that 100% of faculty members for this Program are qualified to teach their assigned course. Evidence includes related Academic degrees, public school certification(s), professional experience in Basic (PreK-12) and/or Higher Education, and professional development pertaining to the competencies assigned to a course;</p> <p style="text-align: center;">OR</p> <p>For faculty with insufficient vitae, the institution has provided additional comments in support of</p>	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
			faculty qualifications for an assigned course.	
<p>8. Faculty Qualifications – Formal Faculty Development Plan. (22 Pa. Code §354.41(a) and (c))</p>	<p>A. Program does not provide documentation that demonstrates a formal plan to improve the qualifications of underqualified faculty within 2 years of receiving Initial Program Approval. OR B. Program does not provide documentation that demonstrates a formal plan to maintain a 100% qualified faculty. OR C. Program does not provide evidence of seeking faculty who represent diverse settings, educational perspectives and cultural backgrounds.</p>	<p>A. Program provides documentation of a formal plan to improve the qualifications of underqualified faculty within 2 years of receiving Initial Program Approval. AND B. Program provides documentation that demonstrates a formal plan to maintain 100% qualified faculty. AND C. Program provides evidence of seeking faculty who represent diverse settings, educational perspectives and cultural backgrounds.</p>	<p>This Program provides monetary support and release time for all faculty in their pursuit of advance credentials and professional opportunities; OR This Program has a formal system in place to encourage and reward active engagement between all faculty and PreK-12 classroom teachers, to maintain the connection between Basic Education and Professional Education. OR This Program provides evidence of a diverse faculty whose cultural backgrounds and educational perspectives have influenced the institution.</p>	
<p>E. Field Experiences and Student Teaching 1. Cooperating Teacher – The institution ensures that all cooperating teachers are HQT, and have at least three years of satisfactory teaching experience. (22 Pa. Code S354.25(f)(2) and S354.26(a)(2)(iii))</p>	<p>No evidence is provided to ensure that all candidates are placed with cooperating teachers who are certified within the area they are teaching; OR There is no evidence to support that all candidates are placed with cooperating teachers who have a minimum of 3 years satisfactory teaching experience.</p>	<p>Evidence is provided to demonstrate that all candidates are placed with cooperating teachers who are certified within the area they are teaching; AND Evidence is provided to support that all candidates are placed with cooperating teachers that have a minimum of three years of satisfactory certificated teaching experience.</p>	<p>Evidence indicates that the institution placement office has a system in place to monitor/update the qualifying requirements of cooperating teachers from various placement sites.</p>	
<p>2. Cooperating Teacher – The Institution trains cooperating teachers to assist, guide and</p>	<p>No evidence indicates that cooperating teachers are trained by the institution on certification requirements and candidate support.</p>	<p>Evidence shows that the institution provides on-going training for cooperating teachers related to certification requirements and candidate support.</p>	<p>Evidence indicates an on-going collaborative training program is developed with</p>	

Framework Guidelines	Does Not Meet Requirements	Meets Requirements	Promising Model and/or Innovative Practice	N/A
<p>evaluate students. (22 Pa. Code S354.25(f)(2) and S354.26(a)(2)(iii))</p>			<p>input from the institution, cooperating teachers, and candidates.</p>	
<p>F. Adaptations and Accommodations for Diverse Learners in Inclusive Settings and English Language Learners *PreK-4 and 4-8 reviewers only. Special Education PK-8 and 7-12 reviewers use alternative rubric to assess this item. 1. Accommodations and Adaptations for Diverse Learners and ELL are identified.* (22 Pa. Code §49.14(4)(ii) and §49.12(b)(4)(i))</p>	<p>Accommodations and Adaptations for Diverse Learners and ELL requirements are not identified; AND/OR In cases where competencies are embedded, they displace Professional Core competencies.</p>	<p>Accommodations and Adaptations for Diverse Learners and ELL requirements are identified; AND In cases where competencies are embedded, they do not displace Professional Core competencies.</p>	<p>Competencies for Accommodations and Adaptations are integrated within the course material.</p>	