

Dance PK-12 Program Framework Guidelines

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Why a PK-12 Dance Certification is Important

Background

Dance has traditionally been taught in PK-12 schools by teachers holding certification in career technical education, health & physical education, and communications, and those holding a creative movement endorsement. As a result of the direct path for dance, certification teachers now have the opportunity to seek a certification that is in-depth, relevant, and content-specific.

PDE (Pennsylvania Department of Education) requires an education certification for all professional positions in public schools. Teachers, school counselors, nurses, school psychologists, and administrators must all hold a PDE professional certification in their specific area of expertise or subject matter. This ensures that Pennsylvania students are being educated by the highest quality of professionals who have successfully completed postsecondary course work, a supervised practicum, and passed a state-approved exam.

Providing Direct Path Dance Certification in Pennsylvania establishes the expectation that students should receive instruction from a properly certified dance educator. To satisfy PDE's definition of a certified teacher, teachers must: 1) Hold at least a bachelor's degree; 2) Hold a valid state-issued teaching certificate/license; and 3) Demonstrate subject matter competency for the content area they teach.

Need for Education Certification

Direct Path Dance Certification will provide dance educators from various backgrounds with the credentials and unique skill set required to serve in public schools. These competencies are essential for educators to align their instruction in accordance with PDE requirements. It also brings Pennsylvania in line with surrounding states and the federal government with respect to the contributions to child development that dance plays. This is not merely an issue of conformity but helps Pennsylvania leverage federal funding for student support services such as special education, the Every Student Succeeds Act, Title I, and IV-A.

PDE educators are required to provide instruction that is aligned to state standards and is well-designed and effective. In addition, the materials and resources for instruction must meet the needs of diverse learners with appropriate assessments and interventions. These requirements are better fulfilled by educators who have gone through a direct path program that trains certification candidates using the latest innovation and best practices in the field of dance pedagogy. Candidates should spend extensive time in postsecondary settings or high-quality private or community-based dance education environments beginning early in their preparation program sequence, guided by postsecondary faculty and appropriately prepared PK-12 mentor dance teachers.

This unique blend of dance pedagogy and educator core competencies ensures that students are provided with dance education of the highest quality from teachers who are

adequately trained to support students' social-emotional needs, college and career readiness, and quest for artistic excellence. Holistically, it will also better serve parents, engage vested partners, and enrich local dance communities at-large.

The economic future of Pennsylvania hinges on having a skilled and educated labor force. The ability to train students on the dynamics of teamwork, cooperation, time management, and work habits in dance is derived from the dance educator's knowledge and experience of the rapid changes within the field of dance. An educator who is certified in a direct path program is equipped to provide students with a 21st century dance education that prepares them for college and a career in dance or otherwise.

Dance plays a vital role in the social and emotional development of children. Certified dance educators bring their specific content knowledge and expertise to build such student competencies as emotional awareness, character development, relationship skills, accurate self-perception, and impulse control in the classroom. Certified dance educators also provide rich opportunities for developing team building. Because social emotional learning is one of the main benefits of dance, PK-12 Dance Certified Educators are uniquely positioned to help students build upon those skills, helping them become more productive, and socially and self-aware individuals in and outside of the classroom, for years to come.

Candidates who have undergone a direct path certification in dance possess the artistic acumen to provide students with the highest level of education in the dance field. Certified staff members provide better service to students because they are held to higher levels of performance since they are more aware of the professional expectations. By demonstrating an appropriate degree of skill and level of commitment on the part of the candidate, direct path certification also helps to ensure the quality of candidates. Finally, greater levels of staff retention are also associated with this caliber of education. Schools, students, and the families they serve benefit from hiring and maintaining appropriately qualified, directly certified staff.

Preparing Highly Effective Pennsylvania Teachers in a Standards Aligned Instruction System

The standards-aligned system defines six core elements of Pennsylvania's emerging instructional system: (1) standards, (2) curriculum, (3) instruction, (4) materials and resources for instruction, (5) fair assessments, and (6) appropriate interventions. Together, these system components are intended to produce positive results for students. For this to happen, the work encompassed in each component — such as instruction — must build capacity for the activities captured by the other five elements. In the case of teacher preparation programs and their contribution to (3) instruction, all programs are expected to have course content aligned with (1) state standards. All teacher preparation programs are expected to provide all candidates with the knowledge and skills to teach a (1) standards-based curriculum effectively and successfully. Through postsecondary coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use (4) materials and resources for instruction (including technology) to meet the individual

needs of each student in their classroom. Each teacher preparation program is expected to give considerable attention to helping all candidates acquire and use (5) assessment skills, enabling them to understand and respond to pupil results on standardized tests (PSSA and others), local school or district assessments, and individualized assessments of the achievements and challenges of each pupil. Taken together, this set of knowledge and teaching skills must enable every candidate for the teaching profession in the commonwealth to implement (6) appropriate interventions in the classroom to improve student learning. Teacher preparation programs and the new teachers who complete them will be judged according to their success in achieving these six key core elements.

Since program and candidate success do not happen by accident, program design, the components of that design, and the ongoing assessment of their effectiveness must all point in the same direction. The needs and interests of PreK-12 students and their schools are at the center of the program. This means that PreK-12 teachers and administrators must be involved in program assessment activities and decisions about selection and use of clinical sites and be asked regularly for their feedback on candidate and program performance. Program outcomes must include strong subject matter content preparation, more extensive clinical experiences for students, and the use of technology in curriculum and instruction.

Because teaching is a clinical profession, candidates for the profession should spend extensive time in school settings beginning early in their teacher preparation program sequence guided by postsecondary faculty and appropriately prepared PreK-12 mentor teachers. Teacher preparation programs must be able to demonstrate how they use evidence about program graduates and about the PreK-12 students of their graduates to make continuous program improvements.

Introduction

These guidelines discuss the PK-12 Dance Program design, professional core rationale, candidate competencies, Pennsylvania standards and assessments in a standards aligned system, faculty, field experiences and student teaching, and appendices with design examples and course content information. Each content area for the PK-12 Dance certification program corresponds with specific competencies that must be included in the preparation program design. The subject-specific content requirements for PK-12 programs are unchanged from the Chapter 354 General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs.

The Professional Core courses, competencies, and experiences for PK-12 Dance preparation programs should be designed to address a broad set of issues, knowledge, and competencies that are relevant to overall student learning and support. The PK-12 Dance preparation program must prepare professional PK-12 Dance teachers who will be able to support the academic, career, and personal-social developmental needs of all students through the development of programs that meet Pennsylvania Code requirements and support the Standards Aligned System.

Program Design

The Professional Core courses, competencies, and experiences for the Dance PK-12 preparation programs should be designed to address the broad set of issues, knowledge, and competencies that are relevant to pre-school, primary, and secondary grades teaching and learning.

The professional education program must provide evidence that dance education certification candidates complete a bachelor's degree program. The degree need not necessarily be in dance, but the candidate must have a combination of coursework and experience equivalent to the curriculum of a dance major, minor, or relevant professional experience in dance. The program shall require the certification candidate to demonstrate knowledge of and competence in applying the fundamental concepts of dance necessary for teaching at the pre-school, elementary, middle, and secondary levels (PK-12).

The program must prepare teachers who will be able to ensure students' mastery of academic standards. The Professional Core component of the program design must be maintained regardless of the configuration or options that the training program selects. The Professional Core in the Dance PK-12 program consists of required competencies and includes field experiences such as student teaching in PK-12 public or private schools.

A minimum 12-week student teaching experience is a requirement of PK-12 programs. Programs have flexibility in how they address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting (9 credits or 270 hours or equivalent combination embedded in coursework, activities, or projects), and meeting the needs of English Language Learners (3 credits or 90 hours or equivalent combination embedded in coursework, activities, or projects).

Professional Core for PK-12 level teacher preparation must include:

- I. Development, Cognition, and Learning
 - A. Child development theory
 - B. Early childhood theory
 - C. Adolescent development
 - D. Organizational Structure of Schools
- II. Subject Matter Content and Pedagogy
 - A. Dance Content
 - B. Dance Pedagogy and Curriculum Development
- III. Assessment
- IV. Professionalism
- V. Adaptations and Accommodations for Diverse Students in Inclusive Settings and Meeting the Needs of English Language Learners § 49.13.(4)(i)

The Professional Core of courses, competencies, and experiences for PK-12 preparation programs must be designed to address the issues and knowledge that are relevant for pre-school, primary, and secondary-level teaching and learning. The

philosophy and standards (Pennsylvania Standards and the National Dance Core Standards for the Arts), as well as Pennsylvania Department of Education PK-12 Program Framework Guidelines, the “Danielson Framework for Teaching for Ease of Assessment” (Danielson 1996, Danielson 2013) and “The Framework for Teaching: Possible Examples, Dance” must guide the candidates’ course experiences, field experiences, and student teaching.

Institutions are charged with producing evidence to demonstrate that their graduates understand and apply the knowledge, concepts, and skills essential for successful PK-12 Dance instruction. The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.

Specialty certification program core knowledge and skills areas include techniques and movement practices, aesthetics and criticism, history of dance, composition and choreography, technology and resources, production process and components, professional applications/components, and professional career application. They also involve performance and field experiences, management of instructional environment, planning of instruction based on PA Academic Standards, understanding children’s physical and social-emotional development, developmentally appropriate curriculum and assessment, integration with the other arts and non-arts disciplines, and multicultural teaching for global understanding. Assessment, both formative and summative, along with understanding current, effective guidelines, safety and consent, and physical and mental well-being is also included. And, lastly, specialty certification program core knowledge and skills incorporates professionalism in school and community settings, including reflective teaching practices, professional organizations and resources, ethical behavior, and professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators, local, state, and federal laws and regulations and ethical practices that affect teaching and learning and the dance education profession, professional relationships, collaboration, and effective communication (see the Dance Competencies section of these guidelines for details).

For candidates preparing to be teachers in grades PK-12, all courses should be grounded in age-appropriate development and enable them to gain the knowledge and experience to work successfully with family members and the broader community. Faculty who teach in the professional core must have demonstrated expertise in education methods appropriate to the grade PK-12 content they are teaching, as well as advanced degrees in disciplines appropriate to teaching in the program.

Program Delivery

PK-12 Certificate Preparation programs should be comprehensive and delivered through a combination of postsecondary classroom, school settings, and field experiences including private or community dance environments and organizations in preparation for pre-school, elementary, middle, and secondary levels (PK-12) teaching.

Candidate Competencies

This section outlines the competencies required for certification by Chapter 354: “The preparing institution shall ensure that candidates complete a well-planned sequence of professional educator courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry, and application of technology related to each academic discipline the candidates plan to teach or in the academic disciplines related to the non-instructional certificate categories in which they plan to serve.” (22 Pa. Code §354.25(a) (3)).

Aligned resources and tools to support the acquisition of these competencies can be found on the Standards Aligned System (SAS) portal. In Pennsylvania, postsecondary programs certifying teachers must demonstrate to PDE how their programs prepare students in meeting basic teaching competencies, including subject specific teaching competencies. The following are the competencies specific to teaching dance in PK-12 schools.

I. Knowing the Content

The preparation program provides evidence that dance education certification candidates complete a bachelor’s degree program. If the degree is not in dance, then the candidate must have a combination of coursework and experience equivalent to the curriculum of a dance major, minor, or relevant and substantial professional experience in dance. The program shall require the certification candidate to demonstrate knowledge of and competence in applying the fundamental concepts of dance necessary for teaching at the pre-school, elementary, middle, and secondary levels (PK-12) including:

A. Techniques and Movement Practices

1. Technical proficiency in a minimum of one dance form such as, but in no way limited to Caribbean, Hip Hop, Jazz, Tap, and other African diasporic forms; Ballet, Ballroom, Flamenco, Modern, Musical Theatre, and other Western forms; Bharatnatyam, Chinese Traditional, and forms from other Asian and Middle Eastern diasporas; and Improvisational, Folk, Traditional, and Classical forms, Creative movement, and General understanding of somatic practices
2. Awareness of applying diverse techniques of counting beats of music, syncopation, and phrasing for facilitating movement experiences in the classroom environment

B. Aesthetics and Criticism

1. Personal, cultural, and societal context of movement experience
2. Personal, cultural, and societal values of dance
3. Personal artistic viewpoint
4. Theories and philosophies of dance and relevant disciplines

5. Genre-specific aesthetic values
6. Communicative and expressive capability of movement and dance
7. Writing and responding critically to performance
8. Analyzing and synthesizing movement observation
9. Selecting appropriate music for use in the PK-12 classroom

C. History

1. How dance shapes and reflects beliefs or themes in a cross section of cultures throughout history
2. How societal changes, technology, and media influence dances and dance-making
3. The role and function of dance and movement in a cross section of cultures from different historical periods
4. Important influences, developments, and innovations in the history of multiple dance genres
5. Major themes, styles, artists and artworks, and theories of dance, both traditional and contemporary

D. Composition

1. Choreographic structures, principles, and forms, including the elements of space, time, and energy, and refining choreographic tools which foster intentional expression
2. Creative processes including conceptualizing and problem solving
3. Contextual relevance including setting, participants, and genre
4. Collaborative compositional forms (e.g., film, music, visual art, etc.)

E. Technology

1. Resources
2. Multimedia applications
3. Accessibility and suitability
4. Emerging technology

F. Production

1. Multiple components of production including lighting, sound, technology, costuming, and management
2. Rehearsal process
3. Equitable casting
4. Diverse purpose and intention, including use of pre-existing choreography, music, materials, resources, etc. with appropriate copyright and permissions
5. Effective and safe use of materials, equipment, technology, and tools
6. Site specific performance practices

G. Professional application

1. Careers in and relevant to dance
2. Skill sets developed through dance

II. Performances

The preparation program provides evidence of the candidate's participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and certified cooperating teachers, who have interpersonal skills and demonstrated competency in teaching. Sequential field experiences shall be at the preschool/elementary, middle, and high school levels. The program also provides evidence that the criteria and competencies from the dance preparation program are assessed in coursework, field experiences, and student teaching and require the candidate to demonstrate knowledge and competence in fostering student learning through:

- A. Managing the instructional environment, including developing effective delivery skills, a sense of pacing and an ability to analyze tasks and respond to student behavior; facilitating individual and group discovery, inquiry, and performance of diverse types and styles of dance; establishing and maintaining good rapport with students, promoting mutual respect among students; understanding issues of race, gender, power, and cultural relevance as they pertain to dance as an artform and subject in education; instilling in all students that they can succeed in dance education, communicating challenging expectations for individual student outcomes; establishing and maintaining consistent and fair standards of classroom behavior; and creating a safe physical and psychological environment conducive to dance learning.
- B. Planning of instruction based on PA Academic Standards, understanding children's physical and social-emotional development, developmentally appropriate curriculum and assessment, integration with the other arts and non-arts disciplines, multicultural teaching for global understanding, use of technology, and scheduling.
- C. Responsive teaching including the assessment, selection, evaluation, implementation, and modification of teaching methods, learning activities and instructional materials, resources, equipment, and technologies to strengthen effectiveness and quality of instruction and meet the learning needs of diverse learners. This includes using critical thinking methodologies and age and level appropriate imagery, understanding current guidelines for the effective use of cueing modalities specific to dance, including appropriate feedback for individual and group corrections, and issues relating to safety and consent, such as tactile feedback, and physical and mental well-being.
- D. Monitoring student learning including student understanding, progress, and performance, providing oral and/or written feedback, managing student records, and adjusting instructional strategies through a variety of assessments and evaluation tools to provide student feedback, strengthen the effectiveness and quality of instruction for improved student learning, and promoting lifelong understanding and enjoyment of dance through observation and participation.

III. Professionalism

The preparation program provides evidence that each certification candidate develops and demonstrates knowledge and competencies which foster professionalism in school and community settings, including:

- A. Ability to maintain reflective teaching practices.
- B. Knowledge of professional organizations and associations; professional publications, journals, materials, and resources; understanding the importance of lifelong learning (i.e., engaging in creative and scholarly research), continuing education, professional development, and skills for lifelong learning.
- C. Integrity, ethical behavior, and professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; local, state, and federal laws and regulations and ethical practices that affect teaching and learning and the dance education profession, including familiarity with representative court cases, and detailed knowledge of copyright law and permissions for music, choreography, materials, and resources.
- D. Cultivating professional relationships and collaborating with school colleagues, organizations, and other community agencies to improve student learning.
- E. Knowledge of the characteristics of the community and its schools with respect to religion, ethnicity, culture, and socio-economic environment.
- F. Effective communication with parents or guardians, other agencies, and the community at large to support learning in all students.

Alignment with Pennsylvania's Academic Standards and Assessment Anchor Content Standards

Candidates must be able to demonstrate their awareness of standards for the earlier and later grades to ensure that there is a continuum of PK-12 student academic growth. This knowledge will enable the candidate to address the needs of students who have not met the standards including students with disabilities or English language learners in inclusive settings.

Candidates must demonstrate mastery beyond superficial levels to be able to prepare students to be successful on state and local assessments. This mastery will allow the candidate to guide and assist the public school student in achieving proficiency on all state assessments. The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion referenced state assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Every Pennsylvania student in grades 5 and 8 is assessed in writing. Every Pennsylvania student in grades 4 and 8 is assessed in science.

The preparation program requirements must function together so that candidates understand and make effective use of the academic standards, have the skills to develop and implement appropriate interventions to improve student learning, have the content and pedagogical knowledge to teach the curriculum effectively, understand and make regular use of standardized and curriculum-based assessment data, and use the instructional materials and resources necessary to support standards-based instructional practices. Preparing institutions must provide evidence that there is an alignment of the candidates' course work, clinical experiences, and assessments with the standards adopted by the commonwealth. Collaboration among "professional educator faculty and faculty from liberal arts and other academic disciplines in program planning and evaluation of all facets of the curriculum" is essential to facilitating deep understanding of the standards by candidates (as regulated by 22 Pa. Code §354.26(a) (1)).

Faculty

Certification programs submitted for review to PDE will include the qualifications of faculty assigned to teach each course within the professional core of the program. Faculty who teach in the professional core must have demonstrated expertise in dance education, as well as advanced degrees in disciplines appropriate to teaching in the program.

Field Experiences and Student Teaching

All professional educator programs must include the components of field experiences and student teaching. As provided by Chapter 354 of the Pennsylvania Code, the planned sequential field experiences may begin as early as the initial semester of college enrollment, prior to the minimum 12-week full-time student teaching experience (22 Pa. Code §354.25(d)&(f)). These experiences benefit the candidates' preparation by providing opportunities to apply principles and theories from the program to actual practice in the classroom, and provide practice with diverse populations, ages, and school settings (22 Pa. Code §354.25 (d)).

Field Experience and Student Teaching Requirements

The preparation program is required to provide evidence of the candidate's participation in developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, appropriately qualified,¹ and demonstrate competence in teaching and mentoring in the field of PK-12 education. The program must also provide evidence that the criteria and competencies required for exit from the PK-12 preparation programs are assessed through

¹ An appropriately qualified supervising teacher has a minimum 3 years of satisfactory certified teaching experience on a relevant teaching certificate/license issued by a state department of education, or 3 years in a professional dance education position while engaged in documented professional development activities or holding professional development credentials from a national or statewide dance education professional development provider.

coursework, field experiences, and student teaching. In addition to incorporating a self-reflective emphasis, the program is expected to require candidates to demonstrate their knowledge and competence in fostering student learning and well-being. Thus, field experiences must be aligned with the required competencies for the certificate being sought, and the program provider must assess and evaluate each candidate on their ability to demonstrate the competencies in the field placements.

Definitions of Field Experience and Student Teaching

There are four stages of field experience, including student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the PK-12 system. This includes learning about the socio-emotional, cultural, linguistic, and academic traits of students.

Field experiences should include a range of formal, required school and community activities participated in by students in teacher preparation programs, under the supervision and mentorship of a classroom teacher. Institutions must explain:

1. How they 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 qualified teacher, to the culminating student teaching experience;
2. The duration of candidate field experiences; and
3. How these experiences are closely integrated with coursework, assessment practices, and program goals.

Student teaching is a set of organized and carefully planned classroom teaching experiences required of all candidates in a preparation program. Student teachers are assigned to one or more classrooms, closely supervised and mentored by a certified teacher, the cooperating teacher, who provides regular feedback to the student on their classroom teaching performance. General supervision of student teachers is provided by a postsecondary educator.

Field Experience Guiding Principles:

- Field experiences are designed and delivered for candidates to make explicit connections with content areas, cognitive development, motivation, and learning styles.
- Field experiences allow teacher candidates to observe, practice, and demonstrate coursework competencies under the supervision of education program faculty and the mentorship of certified teachers.
- Field experiences must allow teacher candidates to progress from observation to teaching small groups of students under the mentorship of a certified educator at the pre-student teaching level to the culminating student teaching experience.
- Field experiences are ongoing throughout the program and aligned with coursework and include varied experiences in diverse environments.
- Candidates need time to learn and demonstrate the complex competencies and responsibilities required by teachers.

Types of Field Experiences and Student Teaching

Each candidate must participate in field experiences. At least one experience during pre-student teaching (Stage 3) or student teaching (Stage 4) must include students in inclusive settings. An inclusive setting is defined as an educational setting which includes children 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 Stage 4 must be in a public-school setting. Field experience stages are listed in the next section.

The student teaching component of approved programs in the commonwealth is expected to involve postsecondary faculty with knowledge and expertise in the certification area being pursued by a teacher candidate. Classroom mentor teachers (sometimes called cooperating teachers), under whose direct supervision the student teachers work, are expected to be trained by the institution, preferably in PK-12 Dance best practices, and to have appropriate certification.

Candidates must learn to identify and conduct themselves as members of the profession. They need to know and use ethical guidelines and other professional standards related to PK-12 Dance best practices. Candidates must also have opportunities to collaborate with other professionals and become informed advocates for sound educational practice and policies.

Professional Behaviors to be Demonstrated Throughout the Field Experiences:

- Understand and adhere to codes of conduct.
- Appreciate the need for, and maintain, student, family, and staff confidentiality.
- Acquire and maintain appropriate clearances.
- Understand and adhere to policies and procedures of the specific institution.
- Advocate for high-quality, student-centered teaching practices using appropriate supervisory channels, including requirements related to mandated reporter status.

Field Experience Stages

Stage 1: Observation

Candidates are observers in a variety of education, dance education, and education-related settings (e.g., community dance organizations, private studios, professional training programs). Programs are expected to design this phase so that candidates observe before formal admission to the preparation program. Apart from community and after-school programs, there must also be a range of school and classroom experiences (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and learn as much as possible about PK-12 learners and PK-12 education philosophy.

Stage 2: Exploration

This stage may be called the “assistant” phase of field experience, where the candidate works under a qualified teacher’s direction with a group of students. Activities could include individual or small group coaching, helping with assignments, performances, and so forth. Ideally, this stage would also occur before admission to the preparation program.

Both Stage 1 and Stage 2 are linked to PK-12 professional dance competencies and PK-12 subject-matter content-specific guidelines. Stage 1 and 2 require a 40-hour minimum across various grade levels and content areas. The following are required:

1. Observation log signed by cooperating teacher.
2. Observation write-up by teacher candidate with feedback provided by postsecondary instructor.
3. Group meeting once a week with postsecondary instructor so that field experience is linked to current courses and practices. This can include the class meeting time.

Stage 3: Pre-Student Teaching

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a qualified teacher. For this phase of field experience, PK-12 level candidates will be formally admitted to the preparation program and have taken at least one methods course but will not be in full control of a class.²

Pre-student teaching is linked to PK-12 professional core competencies and PK-12 subject-matter content-specific guidelines; it requires a 150-hour minimum across various grade levels and content areas.

² At least one experience during Stage 3 or Stage 4 must include students with special needs in inclusive settings. An inclusive setting is defined as an educational setting that includes students with and without special needs. An inclusive setting includes at least one child with an IFSP/IEP.

Pre-student teaching experiences include teaching small to large groups of students under the supervision of postsecondary faculty in the PK-12 preparation programs and the mentorship of a qualified PK-12 education teacher.

Pre-student teaching experiences are closely integrated with coursework, assessment practices, and program goals. The following are required:

1. Course assignments (e.g., journal, time log, reflective teaching) with feedback provided by postsecondary instructor.
2. Observation and feedback provided by postsecondary instructor.
3. Group meeting once a week with postsecondary instructor so that pre-student teaching experience is linked to current courses and practices.

Stage 4: Student Teaching

There is a minimum of 12 weeks of full-time student teaching. For greater than half of the student teaching experience, the teacher candidate will assume full responsibility as demonstrated by effective methods for the planning and delivery of instruction in the classroom. Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of 6 weeks in two different grade bands.

The student teacher must be supervised by “program faculty with knowledge and experience in the area of certification” and a cooperating teacher with appropriate professional educator certification (at least 3 years of satisfactory certificated teaching experience on a relevant teaching certificate/license issued by a department of education and at least 1 year of certificated teaching experience in the school entity where the student teacher is placed) who is trained by the preparation program faculty (22 Pa. Code §354.25(f)).

Candidates should be given the opportunity to split their placements in different grade levels and organizational structures, i.e., an elementary and a high school, a middle school and a high school, etc., to demonstrate proficiency at different ends of the PK-12 spectrum. The following are required:

1. Observation log signed by cooperating teacher.
2. Observation write-up by teacher candidate.
3. Observation feedback provided by university instructor.
4. On-site visitation by university instructor.
5. Group meeting once a week with university instructor so that field experience is linked to current courses and practices.
6. PDE 430 Form.

Appendix A

Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and Meeting the Needs of English Language Learners

INTRODUCTION

Pennsylvania's teacher preparation programs must include the competencies and skills needed to equip teachers to accommodate and adapt instruction for students with disabilities in an inclusive setting and to assist English language learners.

Final rulemaking of the State Board of Education published in *The Pennsylvania Bulletin* on September 22, 2007, requires **all instructional and educational specialist preparation programs to include the following by January 1, 2011:**

1. At least 9 credits or 270 hours regarding accommodations and adaptations for students with disabilities in an inclusive setting (instruction in literacy skills development and cognitive skill development for students with disabilities must be included); and
2. At least 3 credits or 90 hours regarding the instructional needs of English language learners. (22 PA Code, Chapter 49, §49.13(b) (relating to policies)).³

Competencies and skills to accommodate and adapt instruction for students with disabilities in an inclusive setting and to assist English language learners must be identifiable during the program review process. Candidates who apply for a Pennsylvania instructional and/or educational specialist certificate on or after **January 1, 2013**, must have completed the credits/hours described above.

³ (4) Evaluation and approval of teacher education programs leading to the certification and permitting of professional personnel. (i) The evaluation by the Department will provide assurance that, on or before January 1, 2011, teacher education programs will require at least 9 credits or 270 hours, or an equivalent combination thereof, regarding accommodations and adaptations for students with disabilities in an inclusive setting.

Within the content of these 9 credits or 270 hours, instruction in literacy skills development and cognitive skill development for students with disabilities must be included, as determined by the institution. At least 3 credits or 90 additional hours, or an equivalent combination thereof, must address the instructional needs of English language learners. For purposes of this requirement, 1 credit equals 30 hours of coursework. Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting. (22 Pa. Code §49.13(4)(i)).

DESIGN

Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting. In order to help all teachers better understand ways to accommodate and adapt learning for students with disabilities in an inclusive setting, it is essential that courses and course content be developed and taught by faculty who have thorough knowledge and expertise in using evidence-based practices to teach individuals with disabilities. The preferred approach is the use of faculty with post-graduate training and certification in special education. While preparation programs may infuse the candidate competencies related to accommodations and adaptations for students with disabilities into existing courses or add additional courses as appropriate, it is the explicit application and relationship to students with disabilities that require faculty who deliver the content to have thorough knowledge and expertise in special education. Training for higher education faculty may include the use of modules and other educational activities prepared by special education faculty.

COMPETENCIES: ACCOMMODATIONS AND ADAPTATIONS FOR STUDENTS WITH DISABILITIES IN AN INCLUSIVE SETTING (9 CREDITS OR 270 HOURS)

The following outline includes the competencies for the 9 credits or 270 course hours addressing the academic needs and adaptations for students with disabilities.

I. Types of Disabilities and Implications for Learning Candidates will be able to:

- A.** Demonstrate an understanding of and ability to plan for: type, identification, and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.
- B.** Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.
- C.** Demonstrate an understanding of possible causes and implications of over-representation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, and linguistic differences as indicative of learning problems.

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments

- A. Cognitive** – Delineate how individuals acquire and process information.
 - 1. Design learning environments to facilitate encoding, storage, and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.

2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.
3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.
4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.
5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.

B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.

C. Social – Initiate, maintain, and manage positive social relationships with a range of people in a range of contexts.

1. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.
2. Apply principles in social competence, social withdrawal, social role formation and maintenance, prosocial behaviors, and aggression as they affect learning.

D. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.

E. Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.

1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology, and semantics.
2. Apply and teach skills of spoken language as a precursor of reading and academic development.

F. Positive Environments for Learning for Students with Disabilities

1. Define the scientific principles influencing academic and social behavior.
2. Implement positive behavioral interventions based on a functional analysis of behavior.
3. Create an optimal learning environment by utilizing, evaluating, modifying, and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.

G. Collaboration and Communication

1. Identify effective co-planning and co-teaching strategies.
2. Identify collaborative consultative skills and models (i.e., understanding role on the IEP team, teaming, parallel teaching).
3. Identify instructional levels of students through collaboration with members of the IEP team.
4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).
5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.
6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.
7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.
8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.

III. Assessments

Candidates will be able to:

- A. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards-aligned system:
 1. Authentic – A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.
 2. Screening – Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).
 3. Diagnostic – The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRAs, Running Records, GRADE, GMADE)
 4. Formative – Pennsylvania defines formative assessments as classroom-based assessments that allow teachers to monitor and adjust their instructional practice to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning. Black and Wiliam (1998) define formative assessments broadly

to include instructional formats that teachers utilize to get information that is used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice to meet the needs of individual students. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.

5. **Benchmark** – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments measure the degree to which students have mastered a given concept, measure concepts, skills, and/or applications, are reported by referencing the standards, not other students' performance, serve as a test to which teachers want to teach, and measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS)
 6. **Summative** – Summative assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often these summative 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. These summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). 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 is 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 assessment: PSSA; Terra Nova)
- B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision-making process.**

- C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.
- D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.
- E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.
- F. Articulate differences between achievement tests, aptitude tests, and observational data used in special education placement decisions.
- G. Create an instructional plan using assessment information related to individual student achievement.
- H. Analyze and interpret formative assessment (e.g., curriculum-based assessment, CBA).
- I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.
- J. Systematically monitor student performance to identify areas of need.
- K. Use evaluative data on an individual, class, and district level to identify and implement instructional and/or programmatic revisions for quality improvement.
- L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities.
- M. Demonstrate an understanding of ethical practice for assessment.
- N. Recognize the need to consult with multi-disciplinary team when cultural, economic, or linguistic differences are present to avoid biased assessment.

IV. Literacy Development and Instruction in Core and Intervention Areas

Candidates will be able to:

- A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.
- B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:
 - Phonological Awareness & Phonics;
 - Fluency;
 - Vocabulary;
 - Comprehension; Language; and
 - Word Study (investigate & understand the patterns in words).
- C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.
- D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.

- E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.
- F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities:
 - Text production;
 - Spelling; and
 - Composition for different types of writing.
- G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.
- H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.
- I. Demonstrate instructional strategies to enhance comprehension of material.
- J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.
- K. Assess the readability of content area reading materials.
- L. Demonstrate the ability to adapt content area material to the student's instructional level.
- M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards-based curriculum (core literacy program for students with disabilities).
- N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.
- O. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- A. Identify effective instructional strategies to address areas of need.
- B. Scaffold instruction to maximize instructional access to all students.
- C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
- E. Strategically align standard-based curriculum with effective instructional practices.
- F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent.
- G. Analyze performance of all learners and make appropriate modifications.
- H. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse needs of students with disabilities.

- I. Use research supported methods for academic and non-academic instruction for students with disabilities.
- J. Develop and implement universally designed instruction.
- K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL) (3 CREDITS OR 90 HOURS)

The following outline includes the competencies for the 3 credits or 90 course hours addressing the academic needs and adaptations for ELL students.

I. Foundations for Preservice Candidates

Candidates will be able to:

A. Language

1. Demonstrate knowledge of language systems, structures, functions, and variation.
2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.
3. Identify the differences between academic language and social language.

B. Culture

1. Identify sociocultural characteristics of ELLs, including educational background and demographics.
2. Describe how ELLs' cultural communication styles and learning styles affect the learning process.
3. Describe how ELLs' cultural values affect their academic achievement and language development.
4. Identify bias in instruction, materials, and assessments.
5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, and students and their families.
6. Observe culturally and/or linguistically diverse instructional settings.

II. Applications for Pre-service Candidates

Candidates will be able to:

A. Standards-based Instruction

1. Apply research, concepts, and theories of language acquisition to instruction.
2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs.

3. Demonstrate effective instructional planning and assessment integrating the [PA Language Proficiency Standards for English Language Learners PreK-12](#) (ELPS) and PA academic standards.

B. Assessment specific to ELL

1. Use PA ELPS to design content assessment.
2. Identify issues related to standards-based formative and summative assessment for *all* ELLs.
3. Use assessment data to differentiate and modify instruction for optimal student learning.

C. Professionalism

1. Describe the legal responsibilities related to serving ELLs.
2. Demonstrate collaborative, co-teaching models for serving ELLs.
3. Define common terms associated with ELLs.
4. Identify professional resources and organizations related to serving ELLs.