THE FRAMEWORK FOR K-12

PROGRAM GUIDELINES

PENNSYLVANIA DEPARTMENT OF EDUCATION

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WHY QUALITY TEACHER PREPARATION PROGRAMS ARE IMPORTANT

The fundamental purpose of a teacher preparation program approved by the Commonwealth of Pennsylvania is to admit, prepare, and support candidates for the teaching profession who, upon graduation, have the knowledge, skills, and competencies to enable Pre K-12 students in Pennsylvania to achieve academic success. Pennsylvania's preparation of new teachers is one component of a standards-based instructional system.

The six components of the Standards Aligned System do not stand in isolation as support for Pre K-12 student achievement in the Commonwealth of Pennsylvania. Design and delivery of high-quality teacher preparation programs are functions of an aligned instructional system. Institutional success in producing new teachers with the knowledge, skills, and competencies to promote student learning is the ultimate outcome of the overall system. High-quality teacher preparation programs are an essential part of Pennsylvania's efforts to build capacity for an aligned Pre K-12 system.

PHILOSOPHY FOR PREPARING HIGHLY EFFECTIVE PENNSYLVANIA TEACHERS

Six linked circles in the above standards-based system define core elements of Pennsylvania's emerging instructional system: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Together, these system components are intended to produce strong results for students. For this to happen, the work encompassed in each circle—such as instruction—must build capacity for the activities captured by the other five circles.

In the case of teacher preparation programs and their contribution to ***(1) instruction***, all programs are expected to align their course content with ***(2) state standards***. All teacher preparation programs are expected to provide all candidates with the knowledge and skills to teach a ***(3) standards-based curriculum*** effectively and successfully. Through university 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, skills, and competencies 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 the six key goals described above.

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 Pre K-12 students and their schools are at the center of the program. This means that Pre K-12 teachers and administrators must be involved in program assessment activities, decisions about selection and use of clinical sites, and 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 are expected to spend extensive time in school settings—beginning early in their teacher preparation program sequence—guided by university faculty and appropriately prepared Pre K-12 mentor teachers. Teacher preparation programs must be able to demonstrate how they use evidence about program graduates and evidence about the Pre K-12 students of their graduates to make continuous program improvements.

INTRODUCTION TO K-12 PROGRAM GUIDELINES

Pennsylvania's K-12 preparation program guidelines require a Professional Core of courses, early and varied field experiences, and student teaching. The subject-specific content requirements for K-12 programs are unchanged from the Chapter 354 General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs. These guidelines are located at :
http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2

This document describes the professional knowledge, skills, and competencies that K-12 teachers will learn by completing a prescribed sequence of courses (including field placements). In addition to specific requirements and competencies, these guidelines discuss the K-12 program design, professional core rationale, candidate competencies, Pennsylvania Academic Standards and Assessments in a standards-aligned system, faculty, field experiences and student teaching, new teacher support, and an appendix containing the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners found at
http://www.education.state.pa.us/portal/server.pt/community/chapter_49/8627/program_framework_guidelines/683300 .

PROGRAM DESIGN

The Professional Core of courses, competencies, and experiences for K-12 teacher preparation programs must be designed to address the issues and knowledge that are relevant for K-12 levels of teaching and learning. The program must prepare teachers who will be able to ensure students' mastery of related academic standards. All courses should be grounded in child and adolescent development and should enable candidates to gain the knowledge and experience to work successfully with family members and the broader community. The Professional Core in the K-12 certification program consists of required competencies and must include field experiences. A minimum 12-week student teaching experience is a requirement of the K-12 teacher certification program. 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 an equivalent combination embedded in coursework, activities, or projects) and meeting the needs of English Language Learners (3 credits or 90 hours or an equivalent combination embedded in coursework, activities, or projects).

Professional Core for K-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. Subject Matter Content
- B. Pedagogy and Curriculum Development

III. Assessment

IV. Professionalism

V. Adaptations and Accommodations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners
§49.13(4)(i)

The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design. The application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies. Course content, competencies and assessed outcomes should be aligned with the PDE 430 form.

PROGRAM DELIVERY

The Pennsylvania Department of Education's goal is that K-12 teacher certification programs are comprehensive and delivered through a combination of university classroom, school, and other appropriate settings. While some on-line courses may be a component of the program, programs are expected to include face-to-face components. Field experiences, for example, must be face-to-face.

PROFESSIONAL CORE RATIONALE

Title 22 of the Pennsylvania Code, §354.25(a), as well as §354.32 (a)(1) and §354.33(1)(i)(A)-(H) enumerate aspects of the knowledge, skills, and competencies that candidates for teaching in the Commonwealth are expected to learn and demonstrate. While this set of knowledge, skills, and competencies is developed in university academic classroom settings and clinical practice, the program curriculum is expected to reflect this centrality to the process of educator preparation. The candidate competencies, which begin on page 14, detail specific assessable skills, concepts, and foundational understandings of the five areas overviewed here. This overview is meant to provide a context for the Candidate Competencies.

I. Development, Cognition, and Learning

Cognitive Development and Learning Theory

Through the content and experiences in the K-12 professional core, candidates must learn and be able to apply the major concepts and theories related to the development of young children. They must become familiar with the research on human development, motivation, and learning. The courses should be designed and taught in such a way that faculty and candidates are able to integrate their knowledge of child development theory and make explicit connections with content areas, cognitive development, literacy, special education, and English Language Learning. Teacher preparation in this area should be geared toward the social, emotional, and intellectual development of the child, and should be grounded in the notion of communities of practice.

Essential knowledge and skills are needed to provide appropriate environments that support learning in each content area for all children. K-12 professionals must know the essential concepts, inquiry tools, and structure of their content area. Basic knowledge of the research base underlying the content area is needed, as well as an understanding of the core concepts and standards of professional organization in the content area. Candidates must be able to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental learning outcomes for all children, and must be adept at using assessment and incorporating results into ongoing classroom instruction and practice.

Adolescent Development

The study of adolescent development is critical for any K-12-level teacher. A teacher should have a working knowledge of the concepts, principles, and theories of adolescent development, which will support the teacher in ensuring the healthy social, intellectual, sexual, emotional, and moral development of all students. Likewise, awareness of diversity issues supports the motivation and self-esteem of students in grades 7-12, as well as encouraging academic excellence.

Organizational Structure of Schools

Understanding the different organizational structures of the elementary, middle, and high school is central to the work of K-12 teachers. Such work is guided by knowledge of the philosophical, historical, and social foundations of education, including the development of the high school, the philosophy of the middle school, the philosophies of early learning that exist in elementary settings, the diverse needs of students, and the particularities of the need for active citizens and community members, as well as the labor market.

II. Subject Matter Content and Pedagogy

Subject Matter Content

Teachers at the K-12 l are expected to have expertise in the subject matter they teach. This expertise is critical for assuring the acquisition of core competencies. Candidates interested in teaching at the K-12 level must be prepared to frame student inquiry, prompt critical thinking and assist in learning transfer. while motivating and challenging students with a variety of evolving 21stcentury applications of the subject matter. This expertise may be a result of a teacher education program that requires subject matter coursework, or the result of an undergraduate major in the subject area that is accompanied or followed by a teacher preparation program.

Content-Specific Guidelines

PDE has content-specific guidelines for all K-12 program areas, developed by the Division of Professional Education over a two-year period and approved by the State Board of Education in 2000. K-12 education programs are expected to follow the guidelines to ensure that the required subject area content is completed prior to the completion of the program. Those guidelines are available on the PDE website at:
http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2.
In developing the guidelines, efforts were made to align the subject-matter content with the Pennsylvania Academic Standards, the standards of the professional organizations, and specific language and conditions of the state's professional education community.

The guidelines for each preparation program were originally divided into three categories: Knowing the Content, Performances, and Professionalism. For the purpose of K-12 program reviews in 2011 and beyond, only the first section of the specific program guidelines, Knowing the Content, is required. The remaining sections are incorporated into this framework document with clarifications and revisions.

Pedagogy

Institutions are charged with producing evidence to demonstrate that their graduates understand and apply the knowledge, concepts, and skills essential for successful grade K-12 instruction. Pedagogy includes understanding how a particular content area's concepts are related to one another and to other content areas; the historical and evidence-based variety of approaches to teaching the content; engaging and maintaining the interest of typical and atypical learners; utilizing a range of resources and technology to facilitate learning; knowing how to differentiate instruction; and supporting literacy development in a variety of contexts (e.g., textual, media).

Curriculum Development

III. Candidates must be able to develop, implement, assess, and modify curriculum and lessons for a wide variety of students at various ages. This includes the ability to explain how individuals acquire and process information. Candidates should be able to describe the developmental stages of learners and the physical, cognitive and psychosocial implications. Candidates must also relate how attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control influence learning. Candidates must be able to identify appropriate interactions with adults and peers, the teaching methods and curricula that are appropriate for the various age groups, and interventions that support learning and development. All candidates must demonstrate an understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation as well as the rights and procedural safeguards that students are guaranteed, so as to not misinterpret behaviors that represent cultural or linguistic differences as indicative of learning problems.

Must the required coursework/credit requirements of academic majors be identical?
No. Coursework in majors will differ in part because of the professional goals or concentrations of the student. For example, a student may major in English with a concentration in Elizabethan drama or early American poetry, or in biology with a concentration in botany or zoology, or mathematics with a concentration in actuarial science or data analysis. Chapter 354.24(3) states that "academic content area courses for the preparation of professional educators shall include all required core courses and required elective courses" in the "major academic area." In addressing this requirement, institutions must provide evidence, usually in the form of advisement sheets that demonstrates a consistent core of courses for any student declaring a major in the academic field that is consistent with a preparation program.

III. Assessment

Assessment skills, extensive practice, and the application of assessment results to design effective individualized interventions are essential K-12 level teaching skills. Successful

demonstration of these abilities is an expected outcome through the PDE 430, *Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice*.

The preparation program course content should be organized to provide candidates with the knowledge, skills, and competencies to recognize students having difficulty, identify student challenges, design interventions (with collaborative assistance from colleagues when needed) and test the effectiveness of appropriate interventions. Course content must enable candidates to learn how to understand and use data about student learning (standardized tests and other assessment practices), adapt and modify instruction, use technology appropriately, and adapt curriculum successfully. Translating diagnostic information about student learning into successful teaching strategies that will improve student learning requires formal preparation, proficiency with assessment tools, and extensive practice under careful supervision and mentoring. The content must also include explicit attention to Pennsylvania's Standards-Aligned System for grades K-12 (http://www.pdesas.org/Standard/StandardsBrowser), as well as be consistent with authentic, screening, diagnostic, formative, benchmark, and summative assessments.

Definitions of Assessments

The following definitions describe different types of assessments used in classroom settings. The definitions for diagnostic, benchmark, formative, and summative can also be found on the "Standards-Aligned System" website at http://www.pdesas.org/Assessment/About. Candidates are expected to understand the differences between screening, authentic, diagnostic, formative, and summative assessments. The design of a program must include instruction and assessments of candidates demonstrating the appropriate use of each type of assessment.

Authentic Assessment: 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.

Screening Assessment: 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 those students who need additional instructional (or behavioral) intervention. As adolescents develop, additional screenings may be necessary. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).

Summative Assessment*:* Summative assessments seek to make an overall judgment of progress made at the end of a defined period of instruction. They 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 are considered high-stakes assessments and the results are often used in conjunction with No Child Left Behind (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. Scores on these assessments usually become part of the student's permanent record and are statements as to whether or not the student has fallen short of, met, or exceeded the expected standards. Whereas the results of formative assessments are primarily of interest to students and the teachers, the results of summative assessments are also of great interest to parents, the faculty as a whole, the central administration, the press, and the public at large. It is the data from summative assessments on which public accountability systems are based. If the results of these assessments are reported with reference to standards and individual students, they can be used as diagnostic tools by teachers to plan instruction and guide the leadership team in developing strategies that help improve student achievement. Examples of summative assessment are PSSA, PSSA-M, PASA, Terra Nova, Stanford 10, Access for English Language Learners, end-of-unit tests, and final exams, e.g. Keystone Exams.

Formative Assessment: Formative assessment is used by teachers and students during instruction to provide feedback, which guides the teacher to adjust ongoing instruction in order to improve students' achievement of intended instructional outcomes.

CCSSO (2008) contextualizes formative assessment as follows:

> *Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.*
>
> *The primary purpose of the formative assessment process, as conceived in this definition, is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process. Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students' current understanding and the desired goals. Formative assessment is not an adjunct to teaching but, rather, integrated into instruction and learning with teachers and students receiving frequent feedback.*
>
> *One key feature of this definition is its requirement that formative assessment be regarded as a process rather than a particular kind of assessment. In other words, there is no such thing as "a formative test." Instead, there are a number of formative assessment strategies that can be implemented during classroom instruction. These range from informal observations and conversations to purposefully planned, instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction.*
>
> *A second important part of the definition is its unequivocal requirement that the formative assessment process involve both teachers and students. The students must be actively involved in the systematic process intended to improve their learning. The process requires the teacher to share learning goals with students and provide opportunities for students to monitor their ongoing progress.*

The key is how the results are used. Results should be used to shape teaching and learning. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, whiteboards, random selection, think-pair-share, 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 providing 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 in order to meet the needs of individual students.

Benchmark Assessments: Benchmark assessments 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 a student has mastered a given concept; measure concepts, skills, and/or applications; 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, Acuity, and Assess2Know.

Diagnostic Assessment: Diagnostic assessment ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet pupils' unique needs. Examples of diagnostic assessments are DRAs, GRADE, and GMADE.

IV. Professionalism

K-12 education candidates need to develop professional attitudes and behaviors. Candidates will demonstrate knowledge of and competence in fostering professionalism in school and community settings. Because students in grades K-12 are developing from children to adults and may exhibit behaviors and interests that resemble relationships along the complete age band, it is vital for all K-12 education candidates to become thoroughly aware of the *Code of Professional Practice and Conduct for Educators* of 22 Pa. Code §235, *available at* http://www.pacode.com/secure/data/022/chapter235/chap235toc.html.

Professional practice is influenced by the work of professional education associations. K-12 education candidates should become familiar with the work of the various professional associations that conduct research, prepare resources for K-12 teachers, and provide professional development opportunities. Candidates should be guided to think of themselves as lifelong learners who continue to develop deep understanding of the content and pedagogy that relates to their area of K-12 education.

V. Accommodations and Adaptations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners

K-12 education candidates will need to be instructed on ways to deliver instruction to students with diverse needs. Exceptions in a regular K-12 classroom range from mild to moderate learning disabilities, and may include physical, social, or emotional challenges. Students for whom English is not their first language may need accommodations so that they can participate in K-12 education. The State Board's regulation (22 Pa. Code §49.1) defines a diverse learner as a "student who because of limited English language proficiency or disabilities may have academic needs that require varied instructional strategies to help the student learn" (22 Pa. Code §49.1). All teacher certification programs must include minimum credits (or hours) addressing these specific populations.

Refer to the Accommodations and Adaptations and ELL Program Framework Guidelines at http://www.portal.state.pa.us/portal/server.pt/community/chapter_49/8627/document_library for the candidate competencies that must be addressed in the credits or hours that institutions of higher education will use to implement 49.13. [1]

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[1] **22 Pa. Code § 49.13. Policies.**
(a) The Board, through the Secretary, will provide standards for the guidance of the preparing institutions in educating professional personnel for the schools of this Commonwealth, all of which are to include accommodations and adaptations for diverse learners.
(b) The Department will have the following responsibilities with respect to certification and permitting of professional personnel in the schools of this Commonwealth:
(1) Provision of advisory services to college and school personnel in matters pertaining to teacher education and certification.
(2) Designation of professional titles for personnel.
(3) Prescription of procedures for issuance of certificates and permits.
(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.

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 noninstructional 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 at www.pdesas.org.

I. Development, Cognition, and Learning

A. Child development

1. Effectively apply the principles and theories of child development, including:
   a. Developmentally appropriate practices;
   b. Constructivism;
   c. Socio-cultural theory;
   d. Attachment theory;
   e. Activity theory; and
   f. Play.
2. Demonstrate an understanding of Physical and Motor Development (stages of physical growth, gross and fine motor skills).
3. Demonstrate an understanding of Social Emotional Development (self-regulation, self concept, self-awareness, resilience, and stress).

B. Early childhood theory **-** Implement lessons based on early childhood education foundations, theory and policy, including:

1. Current issues with historical and philosophical background, including inclusionary practices;
2. Theory, research, analysis, and practice; and
3. Social, economic, and cultural diversity, and implications for learning.

C. Adolescent development

1. Recognize and implement the major concepts, principles, theories, and research related to adolescent cognitive, social, sexual, emotional, and moral development.
2. Design and implement strategies that encourage students' positive self-esteem, self-efficacy, and motivation.
3. Identify and respect the range of individual and cultural differences of all adolescents and the implications of those differences in teaching and learning.

4. Identify how the development of all adolescents occurs in the context of classrooms, families, peer groups, communities, and society.
5. Design and implement strategies that provide students with appropriate skills in making the transition from middle level to high school, and then to full citizenship (work, college, military, etc.).
6. Incorporate knowledge of adolescent development into educating students in goal setting and decision making.
7. Create and support learning environments that promote the healthy development of all adolescents.
8. Demonstrate effective adolescent behavior strategies for the classroom.

D. Organizational Structure of the School

1. Make curricular decisions that are grounded in the social, philosophical, and historical foundations of education.
2. Engage children in activities related to their interpersonal, community, and societal responsibilities.
3. Develop classrooms as communities of practice that are learner - oriented.
4. Use student assistance and student support programs that attend to the intellectual, social, and emotional needs of children.
5. Interact with various professionals that serve children (e.g., school counselors, social service workers, home school coordinators).
6. Understand the philosophy of Pre K-4, 4-8, and secondary education.
7. Identify the multiple interacting influences on children's development and learning;
8. Implement multiple approaches to learning.
9. Create environments that are educationally focused, respectful, supportive, and challenging for all children;
10. Demonstrate awareness of the roles of building-specific personnel and staffing patterns within different grade bands and building configurations (e.g. elementary schools, middle schools, high schools).
11. Demonstrate awareness of facilities planning, budgeting, scheduling, and ordering of equipment at various grade bands.
12. Demonstrate awareness of program safety, injury prevention and treatment, and liability.
13. Demonstrate awareness of the ways different building configurations emphasize public relations.

II. Subject-Matter Content and Pedagogy

A. Subject-matter content for each K-12 subject area is found in the **Specific Program Guidelines**, found at http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2 (See p. 8 for additional information.)

B. Pedagogy

1. Use effective instructional principles, especially those that draw on the research on pedagogical content knowledge in course content.
2. Employ teaching and learning strategies, including the use of technology, that consider and capitalize upon the developmental characteristics of all children.
3. Use effective comprehensive instructional principles responsive to the needs of students.
4. Use materials designed explicitly for the grade levels assigned.
5. Use subject-specific methodologies.
6. Incorporate the ideas, interests, and experiences of children and/or adolescents into instruction.
7. Design successful interventions responsive to the needs of individual students.
8. Integrate technology and other resources appropriately in order to prepare students for further education, higher education, full citizenship, and the workforce.
9. Apply PA core standards into both short-term and long-term instructional goals.
10. Prepare students to gain, process, and use information in different contexts.
11. Design educational experiences that help students communicate using various tools and means, including technology.
12. Create lessons that demonstrate an understanding of literacy both broadly and in discipline contexts.
13. Use literature, classic texts in different genres, commercial reading materials, electronic-based information, and locally created materials.
14. Demonstrate the adaptation of educational or subject-specific research in lessons.
15. Differentiate instruction, assessment, and management strategies to represent a broad spectrum of learning abilities, learning styles, multiple intelligences, and interests.
16. Develop inclusionary practices that respect differences and encourage students to work together to maximize their own and one another's learning.

C. Curriculum Development

Candidates will be able to develop, implement, assess, and modify curriculum and lessons as evidenced by their ability to:

1. Delineate how individuals acquire and process information;
2. Make decisions about curriculum and resources that reflect an understanding of child and adolescent development;
3. Design learning environments to facilitate encoding, storage, and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.
4. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.
5. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem solving, executive functioning, and principles and mechanisms of development, intelligence, action, and motor control;

6. Deliver curriculum that is relevant, challenging, integrative, and exploratory.
7. Identify interactions with adults and peers, the K-12 teaching methods and curricula, and comprehensive interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for school success.
8. Create lessons that support literacy across the curriculum.
9. Demonstrate an understanding of and ability to plan for type, identification, prevalence, effective, evidenced-based instructional practices and adaptations;
10. Demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed.
11. Demonstrate an understanding of overrepresentation of minorities in special education so as to not misinterpret behaviors that represent cultural or linguistic differences as indicative of learning problems.
12. Know and understand young children's characteristics and needs.
13. Know the range of development, including special learning and developmental needs, in the following areas of language:
    a. Receptive vocabulary;
    b. Expressive vocabulary;
    c. Auditory comprehension; and
    d. Pragmatic language.
14. Implement lessons based on students' stages of cognitive development, use of senses for exploration and understanding of the world, and development of age-appropriate problem solving and critical thinking skills.

III. Assessment

A. Use assessment practices that match instructional strategies which are culturally relevant, and authentically measure student performance.
B. Monitor, continuously, the results of interventions and alter instruction accordingly.
C. Use multiple assessments (authentic screening, diagnostic, formative, benchmark, and summative) that are developmentally appropriate for all learners, including graduation and end-of-course examinations.
D. Implement technology in student assessment and measures.
E. Use assessment data to guide instruction.
F. Tutor, strategically, students whose assessments indicate need for additional instruction.
G. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way.
H. Design assessments that target academic standards and assessment anchor content standards in subject areas.
I. Develop assessments that impact instruction, facilitate learning communities, and support diverse students' development and learning.
J. Apply assessments that help reveal readiness in making the transition from school (to work, to higher education, to military service, to full citizenship, etc.).

IV. Professionalism

A. Act as positive role models, coaches, and mentors for all children.
B. Communicate deep content knowledge in the subjects taught.
C. Serve on an advisory program, co-curricular activities, and other programs supporting the curriculum.
D. Uphold high professional standards.
E. Use research and data-based decision making.
F. Participate fully in grade and building level structures.
G. Develop effective teaching practices and focus on continual improvement within the teacher preparation apprenticeship model.
H. Understand and comply with Pennsylvania's *Code of Professional Practice and Conduct for Educators*.
I. Participate in professional organizations related to a subject area specialization, academic discipline, and/or teaching.

ALIGNMENT WITH PENNSYLVANIA'S ACADEMIC STANDARDS AND ASSESSMENT ANCHOR CONTENT STANDARDS

The K-12 teacher must have a deep understanding and mastery of the Academic Standards and the Assessment Anchor Content Standards for those grade levels, including Alternate Academic Content Standards (see below). Title 22, section 49.14 (4)(iii) of the Pennsylvania Code identifies how the Academic Standards are included in certification programs: "Institutions are able to demonstrate that educator candidates have participated in instructional activities that enable the candidates to provide instruction to students to meet the provisions of Chapter 4 (relating to academic standards and assessment)." Furthermore, preparation programs must be designed to enable candidates to integrate general and academic coursework so the candidate can teach and assist public school students in achieving the academic standards under Chapter 4 (22 Pa. Code §354.25(b)).

Pennsylvania Academic Standards (22 Pa. Code § 4.12)

(1) Science & Technology*[a]
(2) Environment & Ecology*[a]
(3) Social Studies
  (i) History
  (ii) Geography
  (iii) Civics & Government
  (iv) Economics
(4) Arts & Humanities
(5) Career Education & Work
(6) Health, Safety & Physical Education
(7) Family & Consumer Science
(8) Reading, Writing, Speaking, and Listening
  (i) Reading*[a]
  (ii) Writing
  (iii) Speaking & Listening
(9) Mathematics*[a]

*Grade level Assessment Anchor Content Standards exist for these standards.
[a] Grade span Alternate Academic Content Standards exist for these standards.

The preparing institution's program should enable candidates to identify the difference between the Academic Standards and the Assessment Anchor Content Standards. Candidates must also be able to demonstrate their awareness of standards for the earlier and later grades to ensure that there is a continuum of K-12 student academic growth. Knowing the continuum of grade level standards is especially important for the K-12 teacher, where Assessment Anchor Content Standards exist at all grade levels within the certificate. 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 in order 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 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' coursework, 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)). Beginning in the 2011-12 school year, students in the state of Pennsylvania will begin taking 1 of the 10 exams that the Department will develop and implement by 2016[2]. K-12 teacher candidates must have a working knowledge of these exams and possess instructional strategies to prepare their students for these end-of-course exams.

Electronic Access to Standards

The Pennsylvania Academic Standards, the Assessment Anchor Content Standards, the Alternate Academic Content Standards, the Early Learning Standards, and the Language Proficiency Standards for English Language Learners may be accessed on the State Board of Education Academic Standards Website or via the following link: http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_education/8830/state_academic_standards/529102.

The PDE SAS portal, found at http://www.pdesas.org/Standard/Views, is a tool for educators' use and is aligned to the proposed and voluntary standards, including the Alternate Academic Content Standards; Early Learning Standards; and the English Language Learning Standards.

[2] *PA Bulletin*, Vol. 40, No.2, January 9, 2010

FACULTY

Certification programs submitted for review to the Department must 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 education methods appropriate to engaging the minds of all learners and in the K-12 grade subject-matter content they are teaching, as well as advanced degrees in disciplines appropriate to teaching in the program. Evidence of qualification includes related academic degrees, public school certification(s), professional experience in basic (Pre K-12) and/or higher education, and professional development pertaining to the competencies assigned to a course. Additionally, program proposals will be expected to include evidence of significant collaboration between arts and sciences faculty and education faculty, along with current practicing K-12 level teachers and administrators in all content areas (refer to Chapter 354 sections 354.25 and 354.26).

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 professional education 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, highly qualified, and demonstrate competence in teaching and mentoring in the field of K-12 education. The program must also provide evidence that the criteria and competencies required for exit from the K-12 certification programs are assessed through 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 adolescent 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 his/her ability to demonstrate the competencies in the field placements. An official Field Experience and Student Teaching Competency Guideline will be issued by PDE for standardization across programs throughout the state.

Field Experience Stages

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 K-12 system. This includes learning about the socio-emotional, cultural, linguistic, and academic traits of students.

Stage 1: Observation

Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates observe before formal admission to the teacher education 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 K-12 learners and K-12 education philosophy.

Stage 2: Exploration

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

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 certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program and have taken at least one methods course, but will not be in full control of a class.

Stage 4: Student Teaching

There is a minimum of 12 weeks of full-time student teaching required. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a cooperating teacher with appropriate professional educator certification (3 years satisfactory certified teaching experience on the appropriate certificate and 1 year certified experience in the specific placement) who is trained by the preparation program faculty (22 Pa. Code §354.25(f)).

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.

Definition of Field Experience and Student Teaching

Field experiences are defined as 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. Student teaching is defined as 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 his or her classroom teaching performance. General supervision of student teachers is provided by a university or college professional educator.

Field Experience and Student Teaching Requirements

The professional education 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, highly qualified, and who demonstrate competence in teaching and mentoring in the field of K-12 education.

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 certified 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.

Each candidate must participate in appropriate field experiences. At least one experience during Stage 3 or student teaching must include students 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. At least one experience during Stage 3 or student teaching must be in a public school setting.

The student teaching component must involve program 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, must have appropriate certification, have 3 years of satisfactory certified teaching experience on the appropriate certificate, have at least 1 year of certificated teaching experience in the school entity, and be trained by the institution, preferably in best practices.

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 theories of practice. 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 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.

A summary of the requirements for field experiences and student teaching is shown on the following page.

Table 2 ***Field Experiences and Student Teaching Required for K-12 Education***

Stage #	***1 & 2***	***3***	***4***
Stage Title	**Observation (1) and Exploration (2)**	**Pre-Student Teaching***	**Student Teaching***
Description	Linked to K-12 professional core competencies and K-12 subject-matter content-specific guidelines; requires a minimum number of hours across various grade levels and content areas.	Linked to K-12 professional core competencies and K-12 subject-matter content-specific guidelines; requires a minimum number of hours across various grade levels and content areas. Pre-student teaching experiences include teaching small to large groups of students under the supervision of higher education faculty in the K-12 education programs and the mentorship of a certified K-12 education teacher. Pre-student teaching experiences are closely integrated with coursework, assessment practices, and program goals.	Student teaching includes a minimum of 12 weeks full-time in the classroom with increasing teaching responsibility to completely simulate the role of a grades K-12 educator. 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. 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., in order to demonstrate proficiency at different ends of the K-12 spectrum.
Hours Required (Hour requirement may be removed)	40	150	12 weeks minimum
Required Elements	1. Observation log signed by cooperating teacher. 2. Observation write-up by teacher candidate with feedback provided by university instructor. 3. Group meeting once a week with university instructor so that field experience is linked to current courses and practices. This can include the class meeting time.	1. Course assignments (e.g., journal, time log, reflective teaching) with feedback provided by university instructor. 2. Observation and feedback provided by university instructor. 3. Group meeting once a week with university instructor so that pre-student teaching experience is linked to current courses and practices.	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.

* At least one experience during Stage 3 or student teaching 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.

NEW TEACHER SUPPORT

The first year of teaching is the most critical in a teacher's career. New teacher support is more a process than a program, involving the period of transition where new teachers evolve from being students of teaching to teachers of students.

For these reasons, K-12 education preparation programs must develop and maintain a support program for their new teacher candidates for a period no less than two years. The role of the teacher preparation institution is to provide access to professional networking, resource information, and job placement services. It may include graduate surveys that the program uses to assess its own effectiveness. The program is expected to attempt active outreach to its graduates.

Teacher preparation institutions are also connected to new teacher induction, not only because new teachers require support and assistance in beginning their professions successfully, but because of the number of new teachers entering into the profession. Induction is a requirement in Pennsylvania schools. According to 22 Pa. Code §49.16, all school entities (LEAs) must submit a plan for the induction experience for first-year teachers. This plan is written every 6 years as required by Chapter 4. The regulation further states that preparing institutions shall provide "…ongoing support for novice educators in partnership with local education agencies during their induction period, including observation, consultation and assessment" (22 Pa. Code §49.14(4)(ix); *see also* 22 Pa. Code § 354.26 (d)).