Annex A

TITLE 22, EDUCATION

PART XVI. STANDARDS

CHAPTER 354. PREPARATION OF PROFESSIONAL EDUCATORS

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GENERAL PROVISIONS

§ 354.1. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act--The Public School Code of 1949 (24 P.S. §§ 1-101--27-2702).

Academic discipline--A defined field of formal study at an institution of higher learning.

Advanced preparation program--A program at the post-baccalaureate level for those who already have completed an initial preparation program. Candidates in advanced preparation programs pursue additional areas of certification or supervisory, administrative, educational specialist certification or letter of eligibility.

Applicant--An individual seeking admission to a program for the initial or advanced preparation of professional educators.

Board—The State Board of Education of the Commonwealth.

Candidate--An individual who is enrolled in a program for the initial or advanced preparation of professional educators.

Department—The Department of Education of the Commonwealth.

Field experiences--Off-campus activities that provide candidates with opportunities for practical application of theoretical constructs and concepts developed in coursework, under the supervision and direction of college faculty, prior to student teaching, internship, or clinical experiences. The activities include: observing, tutoring, miniteaching, lesson planning and evaluating student performance, and may take place in public or nonpublic schools or community organizations.

General studies--Coursework in the arts, language and literature, history, mathematics, philosophy, the sciences and the social sciences.

Initial preparation program--A program at the baccalaureate or postbaccalaureate level that prepares candidates for their first certification as a professional educator.

Preparing institution--A college or university that offers a program approved by the Department to prepare professional personnel for employment in the public schools in accordance with Chapter 49

(relating to certification of professional personnel).

Professional educator--An individual who holds Pennsylvania certification issued in accordance with Chapter 49.

Professional educator courses- Courses of study of theoretical and practical knowledge in the following:

(i) Humanistic and behavioral foundations of education, structure, function and purpose of educational institutions in our society.

(ii) Methods and materials of instruction appropriate to the elementary or secondary level, or both.

(iii)Directed practice of performing in educational positions under institutional supervision in the category for which a certificate is granted.

Professional educator program specific guidelines-- Department-defined competencies and course content for specific professional educator certification programs under § 49.14 (relating to approval of institutions).

Standard error of measurement--The standard deviation of errors of measurement that is associated with the test scores for specified group of test takers.

§ 354.2. Purpose.

(a) Preparing institutions shall have professional educator preparation programs to ensure that candidates for professional educator certification master both the content and methodology of their discipline and meet the standards for academic performance as defined in § 354.24 (relating to academic performance) and professional educator curriculum as defined in § 354.25 (relating to preparation program curriculum) and that candidates are supported in their achievement of the learning principles under § 354.33 (relating to professional competency).

(b) In the interest of the students in public schools in this Commonwealth, preparing institutions shall maintain the highest standards of academic excellence to receive and maintain Department approval to conduct programs leading to Commonwealth public school certification.

GENERAL

§ 354.11. Minimum requirements for approval.

To be authorized to conduct preparation programs in this Commonwealth, a preparing institution and any of its off-campus centers engaged in the preparation of professional educators shall meet the following requirements:

(1) Be approved as a baccalaureate or graduate degree granting institution by the Department under § 31.52 (relating to accreditation).

(2) Be evaluated and approved by the Department to offer specific programs leading to professional educator certification under § 49.14 (relating to approval of institutions), in accordance with the general standards contained in this chapter and the professional educator program specific guidelines established by the Department.

§ 354.12. Program approval.

(a) Prior to approving a preparing institution, the Department will conduct an evaluation to ensure the requirements in this

chapter are met. The Department may review approved preparation programs at any time. Regular evaluations of approved programs will be conducted at 5-year intervals under § 49.13 (relating to policies).

(b) The Department will approve new programs and proposed changes to existing programs consistent with § 49.14 (relating to approval of institutions), general standards contained in this chapter, and professional educator program specific guidelines.

(c) Evaluation teams will be appointed by the Department under § 49.13 and consist of professional educators from basic education and appropriate personnel from institutions of higher education. Evaluation teams shall make recommendations to the Department regarding the approval or disapproval of programs.

(d) The Department will deny or approve programs based upon the professional educator program specific guidelines.

(e) The Department may deny or withdraw approval from preparing institutions for failure to meet the requirements in § 354.11 (relating to minimum requirements for approval).

§ 354.13. Standards.

The following standards shall be used to evaluate institutions seeking initial approval or maintaining approval to prepare professional educators for Pennsylvania public school certification:

(1) Category I--Program Design.

(2) Category II--Applicants and Candidates.

(3) Category III--Faculty.

APPENDIX I

CATEGORY I--PROGRAM DESIGN

§ 354.21. Mission.

The Professional educator program shall have a clearly articulated mission statement that is based on the needs of professional educator candidates, public school entities and students. The evidence required to satisfy that this standard is met includes:

(1) The mission statement is cooperatively developed by faculty, candidates and other members of the professional community and documented under this section.

(2) The professional educator program demonstrates coherence between the mission statement, academic standards as found in Chapter 4 (relating to academic standards and assessment), professional educator courses, field experiences, instruction, evaluation, required candidate competencies, learning principles defined in § 354.33 (relating to professional competency), skill dimensions defined in § 354.32 (relating to monitoring and assessment), and is in compliance with this chapter.

§ 354.22. Preparing institution reporting.

(a) The preparing institution shall submit annually to the Department a systematic evaluation which includes information obtained through the following sources:

(1) Candidate assessment as defined in section 207(f)(1)(A) of the Higher Education Act of 1965 (20 U.S.C.A. § 1027(f)(1)(A)).

(2) Collection of data from candidates as defined in 20 U.S.C. A. § 1027(f)(1)(B).

(b) The preparing institution shall demonstrate that the result of the systematic evaluation of the professional educator program, as specified in subsection (a), is utilized to enhance candidate achievement

through the modification and improvement of the preparing institution's overall professional educator program.

(c) The preparing institution shall biennially compile and make available to applicants, candidates, the Department and the Board information concerning its recent graduates. This information shall be collected no sooner than 6 months following the candidate's graduation and shall include the following:

(1) Number of recent graduates employed in instructional, educational specialist, supervisory and administration positions in this Commonwealth.

(2) Number of recent graduates employed in instructional, educational specialist, supervisory and administration positions in locations outside this Commonwealth.

(3) Number of recent graduates employed in education related positions in this Commonwealth.

(4) Number of recent graduates employed in education related positions in locations outside this Commonwealth.

(5) Number of recent graduates employed in noneducation related positions in this Commonwealth.

(6) Number of recent graduates employed in noneducation related positions in locations outside this Commonwealth.

§ 354.23. Academic preparation.

(a) The preparing institution shall have a procedure to document that applicants for admission to initial and advanced preparation programs which culminate in a bachelor's degree or higher have met the requirements for academic preparation and academic performance prior to admission into a professional education program.

(b) Academic preparation shall include the following:

(1) At least 6 semester hour credits (or the equivalent) in college level mathematics.

(2) At least 6 semester hour credits (or the equivalent) in college level English composition and literature.

§ 354.24. Academic performance.

The preparing institution shall have a procedure to confirm that professional educator candidates maintain academic performance in each academic discipline that the candidates plan to teach or in the academic discipline related to the certificate category in which they plan to serve and in the professional educator courses related to the certificate category the candidates intend to earn. This standard shall be met by the following criteria:

(1) Candidates whose initial preparation program culminates in a bachelor's degree or higher shall maintain an overall minimum grade point (GPA) average of 3.0 in each certificate area the candidates plan to teach or in the certificate category in which the candidates plan~~s~~ to serve, to be phased in as follows:

(i) Academic Year: 2001-2002-- 2.6 GPA
(ii) Academic Year: 2002-2003--2.8 GPA
(iii) Academic Year: 2003-2004--3.0 GPA

(2) For initial preparation programs culminating in a bachelor's degree or higher, academic preparation courses under § 354.23 (relating to academic preparation) shall be the

same as for a bachelor of arts or bachelor of science degree.

(3) For initial preparation programs culminating in a bachelor's degree or higher, academic content area courses for the preparation of professional educators shall include all required core courses and required elective courses in the bachelor of arts or bachelor of science major academic area the candidates intend to teach or in the noninstructional certificate category the candidates plan to serve. Free electives in the bachelor of arts and bachelor of science major and credits in the cognate areas shall be optional.

(4) For initial preparation programs culminating in a bachelor's degree or higher, candidates for certification in more than one certificate area or certificate category shall meet the requirements in paragraph (3) in the major area and for each additional area that candidates plan to serve.

(5) For initial preparation programs conducted under § 49.91 (relating to intern certificates) candidates for certification shall meet the requirements of this section and § 354.23 (relating to academic preparation).

§ 354.25. Preparation program curriculum.

(a) The preparation program shall be designed to ensure that candidates acquire and learn to apply the professional and pedagogical knowledge, defined in § 354.33 (relating to professional competency), and skill dimensions identified in § 354.32 (related to monitoring and assessment). The evidence required to demonstrate that this standard is met includes the following:

(1) The preparation program design shall be consistent with the preparing institution's mission, and reflect knowledge derived from research and sound professional practice.

(2) The preparing institution shall ensure that the preparation program curriculum does not include unnecessary duplication of coursework and strives to create efficient professional educator preparation.

(3) 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.

(4) For initial programs culminating in a bachelor's degree, the professional educator program shall cooperate with the liberal arts and other academic disciplines of the college or university to create preparation programs that allow candidates to complete the degree and the initial preparation program within 4 years from the time of initial enrollment at the college or university.

(5) For initial programs culminating in an advanced degree, the professional educator program shall cooperate with the liberal arts and other academic disciplines of the college or university to create preparation programs that allow candidates to complete the advanced degree and the initial preparation program within 5 years from the time of initial enrollment at the college or university.

(6) For initial programs conducted under § 49.91 (relating to intern certificates), the preparing institution shall cooperate with the liberal arts and other academic disciplines of the college or university to create preparation programs that allow candidates to complete the intern program under § 49.92 (relating to validity).

(b) The preparation program shall be designed to enable candidates to integrate general and academic coursework, with professional and pedagogical coursework to teach, guide and assist public school students in achieving the academic standards under Chapter 4 (relating to academic standards and assessments). Candidates shall complete a sequence of courses and experiences in:

(1) Professional studies in which they acquire and learn to apply knowledge about the impact of technology in teaching and learning.

(2) Pedagogical studies that help develop understanding and use of technology in education, including the use of computers, the Internet, distance learning technologies, and other emerging technologies in instruction, assessment and professional productivity.

(c) The preparation program shall be designed to ensure that candidates become competent professional educators. The evidence that this standard is met includes the following:

(1) Programs for the continuing preparation of professional educators build upon and extend prior knowledge and experiences of candidates including core studies of learning and practices that support learning.

(2) Professional educator program specific guidelines, the learning principles defined in § 354.33 (relating to professional competency), and Chapter 4 (relating to academic standards and assessment) are used in developing programs in each certificate area.

(3) Programs are designed to ensure candidates research information, use research methods, and acquire knowledge about issues and trends in public education.

(d) The professional educator program shall have sequential field experiences that may begin as early as the initial semester of college enrollment, prior to student teaching, internships, and clinical experiences, which provide candidates with opportunity to:

(1) Apply principles and theories from the program design to actual practice in classrooms and schools.

(2) Study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.

(e) Field experiences shall:

(1) Include frequent observation and consultation with cooperating teachers and school administrators fluent in the institution's education philosophy.

(2) Be fully supported by the preparing institution's faculty.

(3) Be an integrated part of the professional education curriculum and shall be consistent with the overall program design.

(4)Encourage reflection by candidates

(5) Include evaluation and feedback from higher education faculty, public or nonpublic school faculty, and peers.

(f) The preparation program shall be designed to provide a minimum 12 week full-time student teaching experience under the supervision of:

(1) Program faculty with knowledge and experience in the area of certification.

(2) Cooperating teachers trained by the preparation program faculty and who have the following:

(i) The appropriate professional educator certification.

(ii) At least 3 years of satisfactory certificated teaching experience.

(iii)At least 1 year of certificated teaching experience in the school entity where the student teacher is placed.

§ 354.26. Collaborative programs.

(a) The preparing institution shall collaborate with higher education faculty, public school personnel, and other members of the professional education community to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools. The evidence that this standard is met includes the following:

(1) Professional educator faculty and faculty from liberal arts and other academic disciplines regularly collaborate in program planning and evaluation of all facets of the curriculum.

(2) The preparing institution develops agreements with public and nonpublic schools and cooperating professional educators to ensure:

(i) Student teaching, internships, and other field experiences are collaboratively designed and implemented.

(ii) Candidates are supported in their achievement of the learning principles as defined in § 354.33 (relating to professional competence).

(iii)Cooperating professional educators involved in student teaching, internships, and clinical experiences are trained by the preparing institution to assist, guide, and evaluate the performance of student teachers and individuals who are serving in a clinical experience or internship.

(b) The preparing institution shall develop collaborative relationships, programs, and projects with public and nonpublic schools, to develop and refine knowledge bases, to consult, and to conduct research to improve the quality of education.

(c) The preparing institution shall provide ongoing support to novice educators in partnership with public schools during their induction period, including observation, consultation and assistance.

(d) The preparing institution shall cooperate with public and nonpublic schools in the development and implementation of alternative certification programs.

CATEGORY II--APPLICANTS AND CANDIDATES

§ 354.31. Admission.

The preparing institution shall recruit and admit applicants who demonstrate potential for professional success in public schools. The evidence that this standard is met includes:

(1) A comprehensive system to assess the qualifications of applicants seeking admission.

(2) An applicant who intends to enter a preparation

program that culminates in a bachelor's degree may not be formally admitted to an initial professional educator preparation program before completion of 48 semester credit hours or the full-time equivalent of college level study.

(3) The applicant criteria for admission to a teacher preparation program are based on multiple sources of data, which include:

(i) An assessment of academic preparation under § 354.23 (relating to academic preparation).

(ii) An assessment of academic performance under paragraph (4).

(iii) Faculty recommendations.

(4) The preparing institution shall ensure that applicants admitted to an initial preparation program~~s~~ culminating in a bachelor's degree or higher shall complete prior college or university coursework, with a minimum grade point average (GPA) as follows:

(i) Academic Year: 2001-2002-- 2.6 GPA
(ii) Academic Year: 2002-2003-- 2.8 GPA
(iii) Academic Year: 2003-2004-- 3.0 GPA

(5) As an alternative to the 3.0 GPA admissions standard under paragraph (4), a preparing institution may admit applicants if they have achieved a 2.8 GPA and qualifying scores on the Praxis I, pre-professional skills tests as determined by the Secretary and approved by the Board, or either of the following:

(i) A 2.8 GPA and a combined score of 1050 on the Scholastic Aptitude Test (SAT), with no score lower than 500 on either the verbal or mathematics subtests.

(ii) A 2.8 GPA and a score of no less than 23 on the English subtest and 20 on the Mathematics subtest of the American College Testing Program Assessment (ACT).

(6) The criteria for admission to advanced preparation programs shall include at least the following:

(i) An assessment of academic performance – including the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE).

(ii) An overall minimum GPA of 3.0.

(iii)Faculty and professional recommendations.

(iv)Record of competence and effectiveness in professional work.

(v) Graduation from a regionally accredited college or university.

(7) The preparing institution may accept up to 10 % of the applicants for admission to the professional educator program who do not meet overall minimum GPA requirements in paragraph (4) or alternative admission criteria under paragraph (5). The criteria for admission of applicants specified in this paragraph shall be developed and documented by the preparing institution and must include the requirements in § 49.12 (relating to eligibility).

(8) When the institutional pass rate on the professional knowledge and content assessments, as defined in § 49.18 (relating to assessment) is 90% or higher for a given testing year, the requirements of paragraph (4) shall be reduced to a GPA entry requirement determined by the preparing institution and approved by the Department for the subsequent academic year.

(9) The preparing institution shall develop admission procedures for postbaccalaureate initial and advanced professional educator preparation programs to document the following:

(i) Applicants have attained depth and breadth in both general and academic studies under §§ 354.23--354.25 (relating to

academic preparation; academic performance; and preparation program curriculum).

(ii) Incentives and affirmative procedures attract applicants with high academic and other qualifications.

(iii)Admission decisions are monitored by the preparing institution to ensure that the admissions criteria are applied.

(iv)The preparing institution seeks to recruit, admit and retain a diverse student body.

§ 354.32. Monitoring and assessment.

(a) The preparing institution shall have a program that systematically monitors and assesses the progress of candidates and confirms that they receive academic and professional counseling and advice from the time of admission through completion of their professional education program. The evidence that this standard is met includes the following:

(1) The progress of candidates at different stages of the program shall be monitored through performance-based assessments, which shall stipulate the level of competence required to ensure success in the following skill dimensions:

(i) Content mastery.

(ii) Planning.

(iii) Classroom management.

(iv) Organization.

(v) Monitoring student progress.

(vi) Leadership.

(vii) Sensitivity to students' needs.

(viii) Problem analysis.

(ix) Strategic and tactical decision making.

(x) Oral and written communication and presentation.

(xi) Professional standards and practice.

(xii) Mastery of instructional technology.

(2) Assessment of candidates' progress shall be based on multiple data sources that include the following:

(i) Grade point average.

(ii) Observations of field experience, student teaching, internship and clinical experience performance.

(iii) Candidates' use of various instructional strategies and technologies.

(iv) Faculty recommendations.

(v) Demonstrated competence in academic and professional educator coursework--for example, portfolios, performance assessments, research and concept papers.

(vi)Recommendations from cooperating professional educators involved in student teaching, internships, and clinical experiences.

(b) Assessment data, as defined in subsection (a)(2), shall be used to advise candidates in future career planning.

(c) Criteria consistent with the purpose and mission of the professional educator program shall be used to determine eligibility for student teaching, internships, and clinical experiences.

(d) The preparing institution shall, through publications and faculty advisement, provide candidates with clear information about institutional policies and requirements for:

(1) Completing their professional education programs.

(2) Satisfying certification requirements under Chapter 49 (relating to certification of professional personnel).

(3) Exploring job opportunities.

§ 354.33. Professional competency.

The preparing institution shall have a procedure to confirm that a candidate's competency to begin the candidate's professional role in schools is assessed prior to completion of the program and recommendation for professional educator certification. The evidence that this standard is met includes:

(1) The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, which are based on Chapter 4 (relating to academic standards and assessment) and professional educator program specific guidelines, and the following learning principles for each certificate category:

(i) Instructional.

(A) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

(B) The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

(C) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.

(D) The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance skills.

(E) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

(F) The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.

(G) The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

(H) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

(I) The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

(J) The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using

community resources, and by working as an advocate to improve opportunities for student learning.

(ii) Educational specialist.

(A) The educational specialist understands the central concepts, structures and delivery styles of the professional area in which the educational specialist practices and can foster learning experiences for all students.

(B) The educational specialist understands how all children learn and develop, and can contribute to the provision of learning opportunities that support their intellectual, social, career and personal development.

(C) The educational specialist understands how students differ in their ability and approaches to learning and creates opportunities that are adapted to diverse learners.

(D) The educational specialist understands and uses a variety of professional strategies to encourage students' development of critical thinking, problem solving and performance skills.

(E) The educational specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

(F) The educational specialist uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in and out of the classroom.

(G) The educational specialist plans professional services based upon knowledge of professional field, students, the community and curriculum goals.

(H) The educational specialist understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

(I) The educational specialist thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

(J) The educational specialist contributes to school effectiveness by collaborating with other educators and parents, by using community resources, and by working as an advocate for change to improve opportunities for student learning.

(iii) Supervisory.

(A) The supervisor understands the central concepts of organizational leadership, tools of research and inquiry, and principles of teaching and learning that make supervision effective and efficient.

(B) The supervisor understands how all children learn and develop and configures resources to support the intellectual, social and personal growth of students.

(C) The supervisor knows and understands effective instructional strategies and encourages and facilitates employment of them by teachers.

(D)The supervisor uses an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students.

(E) The supervisor is an effective communicator with various school communities.

(F)The supervisor organizes resources and manages programs effectively.

(G)The supervisor understands and uses formative and summative assessment strategies to gauge effectiveness of people and programs on student learning.

(H) The supervisor understands the process of curriculum development, implementation and evaluation and uses this understanding to develop high quality curricula for student learning in collaboration with teachers, administrators, parents and community members.

(I) The supervisor possesses knowledge and skills in observation of instruction and conducting conferences with professional staff which are intended to improve their performance and enhance

the quality of learning experiences for students.

(J) The supervisor thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

(K) The supervisor contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

(iv) Administrative.

(A) The administrator demonstrates instructional leadership which provides purpose and direction for the achievement of all students.

(B) The administrator demonstrates the organizational skills to implement plans of action efficiently and effectively for student achievement.

(C) The administrator, in collaboration with students, faculty, staff and parents, creates a school climate that fosters student achievement.

(D) The administrator gathers information from and communicates effectively to students, faculty, parents, staff and the community to facilitate student achievement.

(E) The administrator understands the importance of a clear, detailed vision and an explicitly stated philosophy in shaping a coherent curriculum and in fostering an effective school.

(F) The administrator makes systematic use of data to assess the needs and accomplishments of students, faculty and staff.

(G) The administrator thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

(2) The preparing institution shall have a procedure to confirm that a candidates' mastery of a program's stated exit criteria and competencies is assessed through the use of multiple sources of data including: a culminating experience, portfolios, interviews and observed performances in public schools, standardized tests and course grades.

(3) Candidate assessment shall include input from prekindergarten through grade 12 professional educators engaged in collaborative efforts with the preparing institution in student teaching experiences, internship experiences, field experiences, and clinical experiences.

(4) Candidates shall have demonstrated a mastery of integrating technology into the curriculum as established by the preparing institution, in addition to any specific technology standards that are included in the program specific guidelines developed by the Department.

(5) The preparing institution shall ensure that candidates in initial programs culminating in a bachelor's degree or higher complete the program with an overall minimum GPA of 3.0.

(6) As an alternative to the overall minimum GPA of 3.0, the preparing institution may recommend candidates for certification if they

have achieved one of the following:

(i) An overall minimum GPA of 2.8 and have earned a score on the appropriate subject area assessment required under § 49.18 (relating to assessment) that is at least one standard error of measure above the established qualifying score for that assessment.

(ii) An overall minimum GPA of 2.8 and have an earned score on the appropriate professional knowledge assessment required under § 49.18 (relating to assessment) of at least one standard error of measure above the established qualifying score for that assessment.

(7) A percentage of candidates, as determined by the Secretary and the Board, shall obtain a satisfactory achievement level on Pennsylvania assessments required for certification under § 49.18 (relating to assessment).

(8) The secretary will annually report to the Board the status of the supply and demand for professional educators for specific instructional or educational specialists areas for purposes of modifying GPA exit requirements defined in paragraph (5). The Secretary, with Board approval, will waive the GPA exit requirements where it can be demonstrated by the Department that applying these requirements will result in an insufficient supply of the number of certified professional educators to meet the demand for certified professional educators in a specific instructional or educational specialist area.

CATEGORY III—FACULTY

§ 354.41. Faculty quality.

(a) The preparing institution shall establish a procedure to confirm that the professional education faculty are education scholars who are qualified for their assignments and actively engaged in the professional education community.

(b) The preparing institution shall provide documentation to confirm efforts to recruit, hire, and retain a diverse faculty.

(c) The preparing institution shall have a plan to confirm that there are systematic and comprehensive activities to enhance and assess the competence and intellectual vitality of the faculty.

(d) The preparing institution shall provide evidence that the faculty are knowledgeable, are practicing, and have training in and access to current practices related to the use of computers and technology, including education related electronic information, the Internet, video resources, computer hardware, software, distance learning technologies and related educational technologies and resources, and are able to integrate these practices into their teaching and scholarship.

(e) The preparing institution shall provide evidence that faculty who teach general and academic studies regularly collaborate in program planning and all facets of the professional educator curriculum.

Please note: The official text of Chapter 354 can be found in the *Pennsylvania Bulletin*, Volume 30, No. 41, October 7, 2000. Every effort has been made to make this text the same as the official text. If there is any

discrepancy between this text and the official text, the official text in the *Pennsylvania Bulletin* will prevail.