

Chapter 49 - Frequently Asked Questions

The Bureau of School Leadership and Teacher Quality has received a series of questions from institutions of higher education about the changes to Chapter 49-2. The Department wants to ensure that our responses to these questions are accurate, clear, concise and consistent. For that reason, the Bureau regularly updates this document to provide responses to the questions about the implementation of the reauthorized regulations of Chapter 49 of the PA Code.

Please use the bookmarks to the left to navigate through the different sections of the document.

4-8 Certificates

- 1. What can a candidate with a 4-8 certificate teach? Say, for example, a candidate focused on math in option 1. Will she only be qualified to teach middle level math?**

The holder of this certificate will be qualified to teach all subjects in grades 4-6. In addition, he or she will be qualified to serve as the teacher of record for the subject area or areas of concentration in grades 7 and 8. Therefore, under Option 1 in the 4-8 certificate framework guidelines, a candidate with a concentration or core academic subject in math would be able to teach all subjects in grades 4, 5, and 6, as well as 7th and 8th grade math. Programs are encouraged to develop appropriate “methods” courses that will prepare candidates to teach all subjects in grades 4, 5 and 6 and are not limited to two courses in their design.

- 2. The model core curriculum for the 4-8 certificate provides 6 credits for all methods courses. Is it expected that candidates need an entire methods class for each of the 4 content areas included in the certificate?**

No; but it is expected that candidates receive methods instruction in all four content areas covered by the certificate (refer to Table 1, *Professional Core Courses Credit Hours*).

The candidate *does* need to be instructed in methods for all 4 content areas with strong emphasis on the one or two that they select under Option I or II. The methods competencies can be taught in two, three or four courses depending on the professional core design of the institution.

- 3. The newer certificate framework guidelines that dropped the credits to 120 for the middle level had an example of a program with one concentration where candidates must take 30 credits in one content area and 12 in the other three. Candidates would only be highly qualified in one content area for 7th and 8th grade. In the suggested program with two concentrations, candidates have to take 21 credits in two content areas and 12 in the other two. Would these candidates be considered highly qualified in any content area for 7th or 8th grade? If so, then would PDE be certifying candidates who would not be able to teach at the 7th/8th grade level (assuming they need to be highly qualified)?**

PDE understands that the number of required general education credits varies among institutions and that the content of those general education courses also varies. In

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developing the certificate framework guidelines, PDE could only build in 21 credits per area for the two major areas in option 2 because we were limiting ourselves to 120 credits with 48 General Education credits. PDE expects to design a test that allows the candidates with 21 credits to become highly qualified to teach in those two areas. The federal government recognizes 30 credits or passage of the appropriate test to be highly qualified.

4. Will the 4-8 certificate candidates be highly qualified to teach math, English, social studies and science to 7th and 8th graders? What will the certification content exam requirements be for this certificate?

No. In these grades, they will be qualified to teach either one or two subjects, depending upon whether an institution adopts Option I (specialization in one content area) or Option II (specialization in two content areas) as described in the 4-8 certificate framework guidelines. Of course, candidates will also have to pass the appropriate certification exam as well in order to be considered highly qualified. PDE has not yet decided on the appropriate tests for the new certificates. We will be studying this issue now that the content guidelines have been posted.

5. If an institution only offers Option 1 for its 4-8 certificate program, how will candidates be qualified to teach the remaining three subject areas in grades 4-6?

The 4-8 certificate framework guidelines address all competencies necessary for candidates to teach all academic subjects to students in grades 4, 5 and 6 in order to meet the regulations under Chapter 49. Candidates graduating from approved programs will be permitted to teach all academic subjects to students in grades 4, 5, and 6.

6. For certification, must a candidate meet the same competencies regardless of the option they chose? (Option I or Option II)

Yes. The competencies are the same for all 4-8 certificate candidates. The chosen area(s) of concentration will require additional depth of study to prepare them for teaching that subject in the 7th and 8th grade.

7. In the Language Arts area, the competencies primarily address reading and literacy. What are some ways that institutions can work with reading department courses and/or redesign elementary education courses, which cannot be general education courses?

Additional coursework for the concentration could be in the area of language arts and could include additional courses in literature and writing. Language arts competencies can also be incorporated into certificate methods courses.

8. Does a course on adolescent literature fulfill the Chapter 354 literature requirement?

Yes. Chapter 354.23 establishes the requirement of six semester credits in "English composition and literature." Adolescent literature would qualify as a literary genre.

9. What is the definition of an introductory and advanced level course?

An introductory-level course does not require any prerequisites. At many (but not all) institutions, general education courses are considered introductory-level courses.

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Advanced-level courses require a prerequisite such as the successful completion of an introductory course, a passing grade on an exam, or other evidence of basic knowledge. An introductory course addresses basic knowledge and competencies.

10. Can a concentration that has 12 introductory credits as a requirement replace 6 of the introductory credits with 6 advanced credits? In other words, can more advanced courses than required take the place of introductory courses?

Yes. Advanced course credit hours can be substituted for introductory course credit hours. Also, the certificate framework guidelines allow an institution to approve advanced coursework for a candidate who demonstrates mastery of college-level coursework as defined in the 4-8 certificate framework guidelines.

11. Can 200, 300 and 400 level courses that do not require prerequisite coursework be considered advanced level courses?

Yes. Courses that are specialized and not considered to be survey courses may qualify as advanced level courses.

12. Would you please clarify the section on embedded courses in the 4-8 certificate framework guidelines? Does this mean the professional core must have 27 credits and some of these content requirements may be embedded in other courses as long as the core credits total 27?

Yes. The institution may design the 27 credit 4-8 certificate program's professional core to meet their requirements and resources.

13. For the 4-8 certificate, should the pedagogy course for the science curriculum be embedded into the arts and sciences curriculum or should it be a separate course?

Methods courses typically include the art and science of teaching, education strategies and instructional methods. These concepts typically would not be covered in a general education science course because some of the students enrolled are not education majors. Methods competencies will typically require a separate course.

14. There are 27 credit hours required for the 4-8 certificate's professional core. Are the 190 hours of field experience expected to be embedded in these 27 credits?

Yes. The 190 pre-student teaching field experience hours can be embedded into core, concentration and general education courses.

15. The PreK-4 certificate framework guidelines indicate that candidates must have coursework in family and diversity studies. Is it the expectation that candidates in the 4-8 certificate program do not need coursework in these content areas?

No. The 4-8 and Special Education certificate addresses these issues within the certificate competency requirements.

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16. Is there a National Council for Accreditation of Teacher Education (NCATE) Specialized Professional Association (SPA) for the grade band 4-8?

Yes. The National Middle Schools Association is the NCATE professional association. In gaining NMSA recognition a program must have two areas of concentration, which is possible under Option 2 of the 4-8 certificate framework.

17. Is it an expectation that colleges and universities will develop an actual degree in middle level education or keep their current degrees intact and use the middle level as an area of certification?

Either option is acceptable. Higher education institutions make decisions regarding the granting of and naming of degree programs. PDE's focus is on the certificate framework guidelines and the rigor with which the preparation program meets them. However, given that PDE will no longer be granting certificates in elementary education, it would be misleading for an institution to continue to offer degrees labeled as such.

18. Are syllabi required for all 4-8 content coursework?

Yes. The electronic application noted that syllabi were only required for the professional core courses. However, during the first reviewer training session, held January 13th and 14th, 2009, 4-8 content reviewers indicated that they would need syllabi to fully assess whether all competencies are covered in a program.

Programs are expected to provide two (2) sample pathways by which a candidate could complete each program option and concentration. Rather than provide a syllabus for all courses, PDE is requesting that institutions provide sample syllabi for courses in just **one** of the two sample pathways provided.

19. Are 4-8 programs expected to address both introductory and advanced level content coursework?

Yes. According to the certificate framework guidelines, English/language arts and mathematics competencies are expected to be covered in terms of both breadth and depth, while the focus of addressing science and social studies competencies should be on breadth. Therefore, programs should provide examples of both introductory and advanced content coursework for English/language arts and mathematics to demonstrate breadth and depth; whereas for science and social studies, the focus is on breadth and programs may provide examples of introductory content coursework.

20. What coursework should be entered for the 4-8 content areas?

For the 4-8 content coursework, two example student pathways should be entered for each concentration under each option offered at the institution. Specifically, for each concentration under each option, coursework should be entered as if two sample students were in the program. Under option I, programs should identify 30 credits worth of content coursework for the subject matter concentration area and 12 credits worth of content coursework for each of the remaining three subject matter concentration areas. Under option II, programs should identify 21 credits worth of content coursework for both subject matter concentration areas and 12 credits worth of content coursework for each of the remaining two subject matter concentration areas. Then, under both options, programs should enter coursework as if two students went through the program with each concentration. Please note that it is not necessary to enter every possible course.

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(At many institutions, candidates may be limited in the content coursework they are permitted to take for each concentration under each option. If students can only take one path through the 4-8 content coursework, it is only necessary to provide one (1) example student pathway for each concentration under each option.)

21. How can institutions minimize the amount of data entry associated with the 4-8 content coursework?

Based on feedback from multiple institutions, PDE has identified multiple ways in which data entry for the 4-8 content coursework can be significantly reduced.

First, at many institutions, candidates may be limited in the content coursework they are permitted to take for each concentration under each option. If students can only take one path through the 4-8 content coursework, it is only necessary to provide one (1) example student pathway for each concentration under each option.

Second, rather than provide a syllabus for all courses, PDE is requesting that institutions provide sample syllabi for courses in just one of the two sample pathways provided.

Third, instead of re-entering the same content courses again and again, institutions only need to enter 4-8 content coursework once as long as it is clear that the different sub-competencies are addressed in the courses entered.

This principle plays out in slightly different ways depending upon whether an institution is offering Option I, Option II, or both options to candidates:

- **Option I Only:** If an institution is only offering Option I and can demonstrate that the content sub-competencies for all four subject areas are addressed, it is only necessary to include 30 credits worth of courses in any of the four (4) subject areas - English/language arts, mathematics, science, and social studies – in which concentrations are offered.
- **Option II Only:** If an institution is only offering Option II and can demonstrate that the content sub-competencies for all four subject areas are addressed, it is only necessary to include 21 credits worth of courses in any of the four (4) subject areas - English/language arts, mathematics, science, and social studies – in which concentrations are offered.
- **Both Options:** If an institution is offering both options but candidates will take the same subject matter coursework under both options, it is only necessary for the institution to include 30 credits of coursework in any of the four (4) subject areas - English/language arts, mathematics, science, and social studies – in which concentrations are offered.

Therefore, assuming the coursework entered addresses the subject area content sub-competencies, rather than re-enter the coursework again and again, programs have the option of just entering 30 (or 21 if only Option II is available) credits worth of coursework ONE TIME for each of the four (4) subject areas.

The electronic application will stay in its current form to maintain any information that institutions have already entered into the application. However, if institutions would like to minimize data entry in the way described above, the content courses should only be entered

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in the concentration areas. It is likely, then, that non-concentration content coursework sections will not have any data entered.

Adaptations & Accommodations for Diverse Learners and ELL

1. Are Educational Specialists required to meet the Chapter 49-2 requirements for the Accommodations and Adaptations and ELL in a master's degree program?

Yes. Instructional and Specialist certificate candidates are all required to meet the Accommodations and ELL criteria as listed in 22 Pa. Code §49.13(4): "Evaluation and approval of teacher education programs AND (emphasis added) permitting of professional personnel," and as described in PDE's recent guidelines on these requirements.

All certification candidates (instructional and specialist) will need to meet the Chapter 49-2 requirements for the Accommodations and Adaptations and ELL unless they have met these requirements in a previous certificate. Education Specialist programs may adapt the competencies to inform the work of the education specialist rather than the classroom teacher.

2. What is meant by "deep knowledge and expertise" in the Adaptations and Accommodations for diverse learners and ELL guidelines?

See Faculty Qualifications Matrix section.

3. How are English Language Learners (ELL), Limited English Proficiency (LEP) and English as a Second Language (ESL) defined by PDE? Are they considered to be equivalent terms?

English Language Learner (ELL) and Limited English Proficiency (LEP) are terms used for a student whose level of English language proficiency creates difficulty for successful learning in traditional English-based classrooms.

English as a Second Language (ESL) refers to an academic field of study through which English Language Learners are instructed in social, cultural and academic language skills to improve their school performance. Instruction involves the teaching of listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language. Classroom and ESL teachers are expected to collaborate for the delivery of an effective learning experience.

4. Are the ELL guidelines designed to provide all candidates with the tools needed to work successfully with ESL professionals?

Yes, but the goals are broader than this question. In PA Code 22.4.26, the instructional relationship between the classroom and ESL teachers is described in terms of the delivery of academic content as an ELL student is becoming more proficient in English. The goals of this relationship are not limited to the classroom, though; in addition, teachers should be assisting students with language and behavioral practices which support their overall social and cultural inclusion in U.S. society. The 3 credits or 90 hours of ELL instruction for candidates should prepare them to work with ELL students in the classroom as well as with ESL professionals.

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5. Can the 3 credits/90 hours for ELL required by 49-2 be embedded into regular coursework?

Yes. This is the reason that Chapter 49-2 explicitly states that the ELL requirement can be met by either 3 credits or 90 hours. PDE certificate framework guidelines provide the broad requirements for knowledge, skills and dispositions to prepare the different grade level teachers for classroom success and student achievement. Variation in program delivery (i.e. a stand-alone course versus embedded hours or a combination of the two) is expected due to the diversity in educational philosophy, curricular design, staffing, and program resources of the 95 current teacher preparation programs.

Programs should then be able to demonstrate how the ELL requirement is met through embedded competencies and/or a stand-alone course and institutions should ensure they have supporting documentation for faculty qualifications to teach ELL.

6. When teacher candidates are mentored by cooperating teachers implementing instructional accommodations approved by a school's Special Education supervisor, does that field instruction satisfy a) the Adaptations and Accommodations hours requirement and b) the condition requiring "faculty who deliver the content to have thorough knowledge and expertise in Special Education?"

Yes. A portion of the 9 credits or 270 hours can be done as part of the field experience. The activities must align with the activities that are listed in Chapter 49 and in the guidelines for Accommodations and ELL.

Regarding faculty qualifications, the matrix only applies to the institution's Professional Core faculty. A cooperating mentor teacher would not be considered part of the institution's Professional Core faculty and therefore would not need to meet the faculty matrix requirements.

7. Are gifted students considered to be some aspect of special education such that teacher candidates can apply coursework and experiences with gifted students towards the 9 credits or 270 hours of Accommodations and Adaptations required?

No. The Pennsylvania School Code distinguishes between special education services and programs for students with disabilities in Chapter 14 and special education for gifted students in Chapter 16. Chapter 49-2 states that the 9 credits or 270 hours or an equivalent combination refers to "accommodations and adaptations for students with disabilities in an inclusive setting." Programs should design the Adaptations and Accommodations competency credits to address students with disabilities; gifted education is an exceptionality and including it in programs is desirable.

8. Why do the Adaptations and Accommodations and ELL components require a 30 hour per 1 credit ratio versus the traditional 14 hours equals 1 credit award?

The PDE Curricular Policy states that one college semester credit is equal to 14 hours of rigorous classroom instruction. The Policy allows for equivalent activities to classroom instruction as long as they are directly related to the course content, are measurable for grading purposes and have the direct oversight of a faculty member. Equivalent content

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does not include homework assignments and time spent accomplishing a task. To allow for these non-equivalent activities to be counted as experience hours within the Adaptations and Accommodations and ELL hours, the Department has assigned a higher number of hours to be obtained per credit than the traditional Carnegie Unit. Doing so allows for programs to count field experience activity, lesson plan writing, research and homework type activities with a SPED/ELL focus towards attainment of the required hours at a 2-hour-outside-classroom equals 1-classroom-hour-of-learning ratio.

9. What resources are available to institutions as they develop coursework that satisfies the ELL requirements?

Resources are available on PDE's website at <http://www.pde.state.pa.us/esl/site/>. This website includes links to the Language Proficiency Standards for ELL in the PreK-12 setting. In addition, the PaTTAN centers offer trainings every year regarding ELL. More information can be found on their website, at <http://www.pattan.net/>.

10. Do courses that address the Adaptations and Accommodations competencies need to have a special education prefix?

No. The course prefix does not need to be a special education prefix. However, the Adaptations and Accommodations content must be taught by a qualified instructor in special education and the institution must be able to demonstrate how the Adaptations and Accommodations competencies are addressed in courses.

11. Can literacy faculty instruct the special education literacy courses?

Yes, but only if literacy faculty also have knowledge and expertise in special education and accommodations for diverse learners. Literacy as it relates to students with disabilities goes into more depth than the reading and elementary education literacy courses. Literacy faculty with knowledge and expertise in special education and who meet the required 9 points on the faculty matrix would be appropriate instructors for a special education literacy course.

12. Must institutions develop courses that are grade-band specific in meeting the requirement for 9 credits or 270 hours of Adaptations and Accommodations for diverse learners and the 3 credits or 90 hours addressing ELL?

No. The content of the courses may span grade levels and certificates, but for the course to be approved for a specific certificate there must be evidence that the candidates in the course must utilize certificate or grade-band specific work in assignments, lesson plans, projects and/or field work associated with the course.

13. Are the Adaptations and Accommodations and ELL competencies required to be in place for all programs on January 1, 2011, regardless of whether an institution applies for and receives an extension?

Yes. The extension only references the new certificate programs, and the Adaptations and Accommodations and ELL competencies are not a program, so the extension does not apply. Refer to 22 PA Code § 49.13 (4)(i)

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14. Programs must incorporate Adaptations and Accommodations and ELL competencies by January 1, 2011; when will students be required to graduate having met these competencies?

The deadline for programs to incorporate Adaptations and Accommodations and ELL competencies applies to **programs**, not candidates. Though the programs must incorporate those competencies by January 1, 2011, there is no specific date by which candidates must graduate having met those competencies.

15. For educators who already hold an instructional certificate but wish to add another certificate, how do the Adaptations and Accommodations and ELL competencies apply?

If educators received their primary certificate before January 1, 2011, they will not need to meet the Chapter 49-2 requirements for Adaptations and Accommodations for diverse learners and ELL.

16. Do vocational instructional certificate programs also need to meet the new Adaptations and Accommodations and ELL requirements in Chapter 49?

Yes. According to 22 Pa. Code §49.142 (a)(3) and 49.143(2), the Vocational Instructional I certificate requires that 3 credits (90 hours) of Adaptations and Accommodations competencies be addressed in the program. For the Vocational Instructional II certificate, the program should address the remaining 6 credits (180 hours) of Adaptations and Accommodations competencies and the 3 credits (90 hours) addressing ELL competencies. The competencies must be placed into vocational education programs by January 1, 2011.

17. How are students identified as English language learners? Are school districts required to test students who are English language learners?

The federal government requires families to complete a "Home Language Survey" at the beginning of the school year. Please refer to the Basic Education Circular, "Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL)," which can be retrieved at <http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=45272>.

18. Are candidates required to have taken all of the coursework addressing Adaptations and Accommodations and ELL competencies prior to beginning student teaching?

No.

19. How will PDE review the 9 credits of Accommodations and Adaptations for diverse learners and the 3 credits addressing ELL?

See Program Review Process section.

20. Since the current certificate programs will be replaced by the new certificate programs in 2013 after the Adaptations and Accommodations and ELL competency requirements take effect on January 1, 2011, do institutions need to ensure that those requirements are incorporated into current certificate programs?

See Program Review Process section.

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21. What assistance is available to institutions to develop faculty to teach the accommodations and ELL? Will PDE develop training modules?

See Faculty Qualifications Matrix section.

22. Do the changes to the program framework guidelines now require each institution to have an ELL-certified education faculty member?

See Faculty Qualifications Matrix section.

22. How will the requirement for 9 credits or 270 hours of Adaptations and Accommodations for students with disabilities in inclusive settings and the 3 credits or 90 hours addressing ELL be captured in the electronic application, especially for non-course hours and experiences? Is this content required to be included for initial program review?

The application captures these requirements in two different ways – through courses and through hours.

- 1) The electronic application allows programs to identify any coursework that addresses the Adaptations and Accommodations for Diverse Learners competencies.
- 2) The Section II worksheet of the basic information portion of the electronic application, which has been amended, allows programs to identify Adaptations and Accommodations for Diverse Learners competencies met through hours and other experiences – not just courses.

Since Chapter 49 clearly indicates that programs do not need to provide this content until January 2011, inclusion of this content is not required for initial program review. However, many institutions have already included it in their new programs. Institutions that have already included this content should indicate on the worksheet in Section II that the material is in place to be incorporated into programs and then provide information in the accompanying charts. For institutions that have not already included this content, they should indicate on the worksheet in Section II that the material is still in the planning stages to be incorporated into programs and then provide information in the accompanying charts based on those plans.

If the Adaptations and Accommodations for Diverse Learners competencies are not approved as part of initial program review, that component will have to be reviewed and approved prior to January 1, 2011.

To view the worksheet, please refer to Appendix C (see the Section II worksheet) or the basic information section of the electronic application (see Step 3 of the instruction manual). To view where courses can be identified as addressing the Adaptations and Accommodations for Diverse Learners competencies within the electronic application, go to the Competency section of the electronic application (see Step 6 of the instruction manual). The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

23. Can faculty be trained by their fellow faculty members in order to teach the Adaptations and Accommodations and ELL competencies?

Yes. However, PDE is still considering the best ways to implement this practice and may form a workgroup of faculty members to assist us in developing parameters.

24. Can professional core courses be used to meet some or all of the Accommodations and Adaptations for Diverse Learners and English Language Learners competencies?

Yes. The Accommodations and Adaptations for Diverse Learners and English Language Learners competencies will be captured in the Section II worksheet in the basic information portion of the electronic application. The institution will report whether the competencies are met through the use of credits and coursework or by hours. To access this worksheet, please refer to Step 3 in the electronic application instruction manual. To view this worksheet, please refer to Appendix C in the instruction manual. The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

For information about over-allocation of credits when professional core courses are used to meet some or all of the Accommodations and Adaptations for Diverse Learners and English Language Learners competencies, please see the Electronic Application & Instruction Manual section.

25. How can an institution demonstrate that English language learner (ELL) competencies are embedded in a course rather than a stand-alone course?

See Electronic Application & Instruction Manual section.

26. Is there an application and program review process for secondary certificate programs or other areas that are only adding Adaptations and Accommodations and ELL content to existing programs?

See Program Review Process section.

Collaboration

1. Will programs need to enter into articulation agreements with other two- or four-year institutions in order to receive program approval?

The following sections of Chapter 354 clearly indicate that all institutions approved to offer teacher certification programs must engage in articulation and collaboration activities with other two- and four-year institutions: Chapter 354.25 (a) (2) (4) and Chapter 354.26 (a) (1) (2).

PDE recognizes the challenges inherent in developing articulation agreements before a program has been approved. Thus, in order to receive initial approval, programs must a) provide evidence that they have engaged in sustained conversation regarding transfer and articulation with at least two partner institutions; and b) include a plan for creating articulation agreements with these institutions prior to mounting an approved program.

The articulation agreements must include agreements that a transfer student with an associate's degree that meets appropriate distribution requirements for foundation courses (e.g., see PaTrac.org distribution requirements) can reasonably be expected to graduate within two years if he or she attends full-time. That is, sufficient credits (e.g., 54-60 hours) will count towards the graduation requirements to enable the student to complete the

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program within two years if the student meets grade point, PRAXIS, and other pertinent requirements.

The expectation is that the university will submit to PDE documentation of the articulation pathways, as evidenced by mutually-agreed upon check sheets, prior to beginning the program.

When institutions are reviewed for full program approval in two years, they will be asked to provide documentation that their articulation agreements are fully operational. Universities may request a waiver of this requirement if they can document that they admit fewer than five transfer students per year into the university.

2. Is articulation between 2-year and 4-year institutions required for program approval?

No. Institutions will not even be able to develop formal articulation agreements until programs are approved. However, initial program approval does depend on institutions demonstrating collaboration.

3. How should two- and four-year institutions with current articulation agreements, specifically program-to-program agreements, proceed under the new regulations?

Ultimately, the goal is for institutions to collaborate and create program-to-program agreements. Institutions that already have those agreements in place should work with their partner four-year institutions to revise the existing agreements so that they can remain in place. Other forms of articulation, such as course-by-course, may also need to be revisited because of the changes to the requirements.

4. How will the implementation timeline (both with and without the extension) affect school districts? How will school districts know whether institutions received an extension?

See Extension section.

5. How will PDE inform and encourage school districts to support the additional field experiences required in Chapter 49-2?

See Field Experiences and Student Teaching section.

6. Will institutions have to demonstrate how they know whether students transferring into their program have met all requirements?

Yes. Institutions are expected to develop policies and procedures that ensure that qualifying coursework and experiences of candidates who transfer into professional education programs and are subsequently recommended for a certificate have met the program requirements.

Community Colleges and Two-Year Institutions

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1. How should community colleges and two-year institutions advise students who want to enter the field of education given the new program framework guidelines?

Community colleges and two-year institutions should stay in close contact with their partner four-year institutions to determine how their certificate programs will change. Based on those interactions, community colleges and two-year institutions may advise students of the new requirements, and depending on the students' timelines for degree completion, students may have to meet the requirements of the new programs.

2. UPDATED Can PDE provide a list of institutions and the dates they intend to begin the new certificates?

No. PDE does not know when institutions will actually begin their new certificate programs. Though institutions applied for and received extensions and indicated the dates when they intend to submit programs for review, PDE does not know if a program will actually be submitted for review until it is received. However, PDE will post the list of all new certificate programs once they are approved on our website. We will also post a list of institutions that have submitted programs for review. We encourage interested parties to contact programs directly for this information, especially institutions that currently have articulation agreements in place.

3. Will PDE count field experiences completed at two-year institutions or community colleges towards the PreK-4 certificate requirements?

See Field Experiences and Student Teaching section.

4. Will programs need to enter into articulation agreements with other two- or four-year institutions in order to receive program approval?

See Collaboration section.

5. How should two- and four-year institutions with current articulation agreements, specifically program-to-program agreements, proceed under the new regulations?

See Collaboration section.

6. Is articulation between 2-year and 4-year institutions required for program approval?

See Collaboration section.

7. Do community college faculty or college faculty who taught students transferring to an institution need to be qualified through the Faculty Qualification Matrix?

See Faculty Qualifications Matrix section.

Competencies, Coursework and Credits

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1. As institutions develop curriculum for the new certificate programs, should they focus on building course outcomes around the competencies outlined in the certificate framework guidelines, or around elementary and secondary student standards/benchmarks?

Program curricula should be developed around the individual certificate competencies as outlined in the certificate framework guidelines. The competencies in the guidelines reflect the standards/benchmarks that candidates must teach to their students. One of the requirements is the ability of candidates to demonstrate knowledge of Pennsylvania's standards/benchmarks for the grades and subjects the candidate will teach and their appropriate role in teaching, planning and assessment. By centering the program design around the framework and including the competencies within, the requirements will be met and the standards/benchmarks will be addressed.

2. Do institutions need to have an assessment for each individual competency within the certificate framework guidelines?

A separate assessment is not needed for each individual competency, but all competencies must be measured in an appropriate assessment. The initial program review application will require that programs illustrate how they will assess each major competency area. Further information may be requested by a reviewer.

3. How can competency hours be reported on student transcripts?

PDE will look to program applications to determine whether programs have met the competency credit hour requirements. It is assumed that if a student completed an approved program, the student met the necessary competency. Therefore, it is not necessary to document competency hours on transcripts.

4. Can institutions adapt the Adaptations and Accommodations and ELL competencies to inform the work of the education specialist rather than the classroom teacher?

Yes. Education Specialist programs may adapt the competencies to inform the work of the education specialist rather than the classroom teacher. The candidate must know how to adapt or accommodate any instructional (or informational) materials and assessments for diverse learners in an inclusive setting used by the candidate in their certified field.

5. Are the guidelines requiring programs to create specific courses?

No. In the process of creating programs for the new certificate areas, we want to stress that institutions have the flexibility to incorporate the credit hours associated with each competency in whatever way it makes sense for the institution. The credit hours associated with each competency communicate each competency's relative importance, and PDE is amenable to creative and resourceful ways that institutions may employ to meet these requirements.

Though some institutions may create courses devoted to each competency, other institutions may embed the credit hours associated with each competency across many courses. For example, the table below shows how three different institutions may choose to meet the required 3 credits addressing the family collaboration and diversity competency in the PreK-4 program.

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	Institution A	Institution B	Institution C
	One 3 -credit course addressing the competency	0.5 credits of a 3-credit course addresses the competency	1 credit of a 3-credit course addresses the competency
	---	0.5 credits of a 3-credit course addresses the competency	1 credit of a 3-credit course addresses the competency
	---	2 credits of a 3-credit course addresses the competency	1 credit of a 3-credit course addresses the competency
Total Credits	3	3	3

We fully anticipate, and have already seen, wide variation in the ways in which institutions meet the program requirements. The electronic application process will provide a straightforward way for institutions to indicate where and how the content requirements are distributed across the certificate program.

6. Are teacher preparation programs required to include 6 credit hours of English and math with the changes to Chapter 49?

Yes. Chapter 354 still requires 6 credits of both English (3 credits of English Composition and 3 credits of American or British literature) and math. These requirements have been built into the new certificate framework guideline competencies and will therefore be covered in all approved programs.

7. Is the 120 credit a mandatory maximum for each of the new certificates, or can an institution require more than 120 credits for the degree?

PDE's goal is to have all candidates, regardless of their certificate choice, be able to graduate in 4 years if they follow a traditional candidate pathway as designed by their institution. The credit hours required for completion are to be determined by the institution. The certificate framework guidelines do require a credit total for each certificate's professional core and concentration area. Institutions may go beyond the 120 credit minimum as long as they can demonstrate how candidates can finish the program in 4 years.

8. What content should institutions address in the courses identified in the certificate framework guidelines?

The certificate framework guidelines outline competencies and credit requirements, not courses, that candidates are expected to master. Each framework breaks down the professional core into content subject headings and further defines the competencies in the Competencies section of the certificate framework guidelines. The appendices of the guidelines include course content information that may be useful to institutions. However, institutions are free to design courses that address the competencies and credit requirements in whatever way makes most sense for them.

9. Can one pedagogical or human development course cover material that spans all grade bands? For example, can middle level cognitive development, adolescent development and learning theory be covered in a general developmental psychology course that addresses all grade bands?

No. The professional core courses must address the specific needs of the grade band of the certificate. Regardless of how an institution wishes to structure the delivery of required content, the total number of credits assigned to each content area must be represented in the certificate program.

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10. Do non-methods courses need to be separated by certificate age group or can the courses cover all age groups?

No. Content courses that meet the competencies of the certificate being earned may include content for more than one certificate. The course will be reviewed separately in the program review process for each individual certificate program.

11. Are programs required to establish 6 credits addressing assessment as it relates to instructional issues?

Yes. Assessment is a focus within the new certificate framework guidelines. A total of 6 credits must be dedicated to assessment instruction. How those 6 credits are placed into the curriculum is to be determined by the institution within the required professional core in each program. The 6 credits of assessment instruction can be spread over multiple courses; or it can be provided in two courses completely dedicated to assessment. Program review will verify that assessment instruction and skill development has been incorporated into the certificate based on the age group needs of that certificate.

12. Are candidates required to take coursework in United States and Pennsylvania history?

No.

13. Where is it possible to find a complete list of the competencies, as they are grouped and organized in the electronic application?

The list of competency group headings – such as Assessment and Development, Cognition, and Learning – along with the competencies and sub-competencies are now available in Appendix B of the electronic application instruction manual. To improve usability and data entry for institutions, the competencies listed in the certificate framework guidelines were regrouped and reorganized. Appendix B lists the regrouped and reorganized competencies in the same way they appear in the electronic application. The instruction manual's Appendix B is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

14. After assigning courses to competencies, it is possible to identify sub-competencies associated with courses in the small pop-up window. What are the expectations regarding addressing these sub-competencies?

The sub-competencies, which were taken from the certificate framework guidelines, allow programs to be specific about the material addressed in courses. It is important to note that any sub-competencies designated for a course should be noticeably consistent with the information provided in the syllabus (though they do not need to be explicitly listed within the syllabus).

Content Reviewers

1. How should content reviewers review faculty members that are coded as 'green,' 'yellow' and 'red' within the electronic application?

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'Red' and 'yellow' codes provide a reviewer with an indication that additional materials must be reviewed in order to determine if a faculty member is qualified to teach a professional core course. It is incumbent upon content reviewers to review any additional comments provided and the curriculum vitae to determine if, in fact, faculty members do have deep knowledge and expertise in the content areas and/or grade bands covered in courses. Then, reviewers should identify that additional evidence and document their findings on the review finding form.

Faculty members coded as 'green' have demonstrated deep knowledge and expertise in the content areas and/or grade bands covered in the courses they were assigned to teach according to the information entered into the electronic application. Content reviewers are expected to spot check the curriculum vitae of these faculty members to verify that the institution understood the requirements of the Faculty Qualifications Matrix for the purpose of assigning faculty to course(s) .

Any discrepancies found between the automatic color-coding of faculty members within the electronic application and the reviewer findings should be documented on the reviewer finding form.

2. Will PDE develop a common syllabus form for all Institutions to use?

No. Institutions have the latitude to develop their own format for syllabi.

3. If a program is found to have met many of the required elements in an area but misses some required elements, how should the reviewer report the missing items?

If it is determined that a program meets many but not all of the required elements in an area of the review, the content reviewer would mark the section as "substantially meeting requirements" and identify the missing required elements when documenting their findings on the reviewer finding form.

4. If the syllabi attached to the application do not provide enough information to determine if appropriate assessments are taking place, how should the reviewer proceed?

If the content reviewer cannot make a determination about the appropriateness of candidate assessment by viewing the attached syllabi, the content reviewer should indicate that more information is needed from an institution and make suggestions for additional information that would be helpful, such as the assessments used in courses. The institution will then have the opportunity to upload additional information or provide more detailed syllabi for reviewers to revisit.

5. Will course sequencing be included in the review process?

No. Course sequencing, or the consideration of the order in which candidates are expected to take courses within a program, will not be a part of the initial review process. However, content reviewers may question the sequence and timing of courses within their findings report if they have concerns about overall program design.

6. What expertise is required of the content reviewers to review the new Chapter 49 certificates?

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All content reviewers have been asked to provide PDE with a curriculum vita or résumé for consideration. The vitae are then reviewed by external national experts hired as consultants in the different certification areas. They select those with the appropriate experience and knowledge in the certificate area to be content reviewers.

Content reviewers are then required to attend a two-day training session which provides information on the electronic application, the review process and their responsibilities, and specific training by the national experts on the certificate-specific competencies. Reviewers from both PreK-12 and higher education will be utilized to perform the review activities.

7. What areas of the application will the Special Education Content Reviewer review?

The Special Education content reviewers will review the 30 credits of the Special Education Domain for dual certification as well as the new Accommodations and Adaptations for Diverse Learners and English Language Learners as required by Chapter 49.

8. In preparing responses for the review findings, is the reviewer writing to PDE or the institution?

Actually, the reviewer's findings will be used by both PDE and the institution.

The reviewer's findings and recommendations will first be reviewed by PDE and combined with the second reviewer's findings. The combined report will be shared with the university. The findings and recommendations should be framed for the institution because the wording will not be changed by PDE. PDE will base its decisions on the reviewers' reports.

9. Are institutions expected to respond to the findings and recommendations of the content reviewers?

Yes, if the review indicates that a program has not fully met state standards. The content reviewer is identifying areas which require attention and revision within the application to bring the program into alignment with the requirements of Chapters 49, 354 and the certificate's Framework Guidelines. The institution is encouraged to respond to the findings in order to advance the application through the approval process. The institution can choose to follow a recommendation set forth by content reviewers or may choose to employ a different strategy to meet the certificate requirements.

10. Does the Faculty Qualifications Matrix definition for 'related area' match that of OCDEL's PAKeys Early Childhood 'related area' definition?

No. The documents were each developed for different purposes. Though there may be some overlap, the Faculty Qualifications Matrix was designed specifically for teacher certification programs.

11. Will institution names be anonymous during the review?

No. At this time, reviewers will be able to view the name of the institution they review.

12. Can content reviewers who already attended a reviewer training session attend a second training?

Yes. Content reviewers are welcome to attend any offered training sessions to develop the skills required to complete an application review.

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13. Will the two content reviewers collaborate or communicate as they review the application?

To ensure that both reviews are conducted independently, partnered content reviewers will not communicate with one another. After they file their initial report, PDE will facilitate a dialogue between the two reviewers for the purpose of finding consensus where necessary.

14. Can reviewers from the PreK-12 community receive background information on the regulatory changes to and guidelines for Chapter 49?

Yes. PDE will develop a preliminary session for the general content reviewer training for any participants that would like more information about the regulatory changes to and guidelines for Chapter 49.

15. Could a discussion board be developed for Content Reviewers to access to discuss issues and obtain feedback on line?

Yes. Though PDE's current website does not yet support that technology, the entire Department website is scheduled to be upgraded in March 2009. Then, we will be able to consider that function.

Electronic Application & Instruction Manual

1. If users entering information into the electronic application are colorblind, is it possible to determine whether faculty members are coded as 'red,' 'yellow' or 'green' in the application?

Yes. Each faculty member record has the letter 'R,' 'G,' or 'Y' on the far left side of the row corresponding to the way the faculty member was color-coded – as 'red,' 'yellow,' or 'green.'

2. Can institutions complete multiple worksheet templates in the basic information portion of the electronic application, especially if the information is different for each program?

Yes. In fact, it is recommended that if it is difficult to capture information about all programs in one worksheet, a worksheet for each program should be completed and uploaded into the electronic application.

3. Where do institutions have the opportunity to enter some of the more qualitative information about programs, such as the mission statement and field experiences?

This information is captured in the worksheet templates that accompany each section of the basic information portion of the electronic application. To access the worksheets, please refer to the directions provided in Step 3 of the instruction manual. The worksheets are also listed in Appendix C of the instruction manual. The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

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4. If institutions have methods in place to assess whether candidates have acquired the competencies in the programs as a whole, such as portfolios or senior projects, how can that information be captured in the context of the electronic application?

Based on this question, a worksheet template was added to section IV in the basic information portion of the application. To access this worksheet, please refer to Step 3 in the electronic application instruction manual. To view this worksheet, please refer to Appendix C in the instruction manual. The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

5. What should faculty members do when entering information about their degrees and areas of certification if the information does not align with the options available in the drop-down menus?

It is possible that a faculty member's degree or certification covered more than one content area or grade band. If that is the case, the same degree or certification can be added with the information changed as necessary. For example, if a faculty member received a doctoral degree in Curriculum and Instruction and focused on literacy pedagogy and assessment strategies, the faculty member would enter two doctoral degrees: one with the content area identified as literacy and the other with the content area identified as assessment.

Similarly, if a faculty member received an instructional certification from another state in K-8 and taught at both the elementary and middle levels, the faculty member would enter two certifications: one with the grade band identified as PreK-4 and the other with the grade band identified as 4-8.

In addition, faculty members must select a degree classification from a drop-down menu when they enter their degrees. The list is the formal federal classification list, and faculty members should select the best fit available. For example, though a faculty member may have received a degree in Curriculum and Instruction, Education would be the best fit on the federal classification list. Faculty members should indicate their expertise using the options available on the content area and grade band drop-down menus.

Finally, if a faculty member feels s/he is unable to fully capture his/her degree and areas of certification, there is an additional comments box available when faculty members are assigned courses within the electronic application (see Step 8 of the electronic application instruction manual for more information, available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49).

6. Is it possible to see all of the worksheet templates in one place?

Yes. To view all of the worksheets in the application, please refer to Appendix C in the instruction manual. To access the actual worksheets, please refer to Step 3 in the electronic application instruction manual. The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

7. If a faculty member has not yet been hired to fill a vacancy, how should this be handled in the faculty information section of the electronic application?

If a faculty member has not yet been hired, type in a temporary 'first name' and 'last name' that would indicate the person has not yet been hired, such as 'vacancy' or 'TBD.' Then, in

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the following pages, apply your institution's search criteria to fill in information about the to-be-hired individual.

8. How should institutions enter courses with multiple instructors?

If multiple instructors are assigned to teach a course, the institution should simply assign the course to all faculty members teaching the course. It is possible that each faculty member is responsible for different material addressed in the course. If that is the case, indicate the content that each faculty member is responsible for addressing in the additional comments box available when faculty members are assigned courses within the electronic application (see Step 8 of the electronic application instruction manual for more information, available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49).

9. What should an electronic application user do if it is not possible to log onto the application?

Users should consider the following troubleshooting steps:

- 1) Ensure that the user received a username and password from the dean or another administrator. It is at the discretion of the institution to distribute that information and create additional users.
- 2) If the user received her/his password over e-mail, the e-mail address to which the password was sent should be used as the username.
- 3) The user should ensure that the appropriate web browser is in use. Only Internet Explorer 6.0 or higher or Safari will support the electronic application; the electronic application will not function if Firefox is being used as the web browser on both PC and Mac platforms.

If none of these solutions apply, please contact our Help Desk at RA-OnlineRev@state.pa.us.

10. Is it possible to generate reports beyond the basic six reports included in the application?

No. Though it is not possible to generate reports beyond the ones provided, PDE has received feedback about specific additional reports that would be helpful. Those reports are currently in the development phase and are targeted for release by February 6th, 2009. When the reports are added to the electronic application, the instruction manual will be updated to reflect the changes and PDE will notify institutions of the completed upgrades.

11. Have any worksheet templates changed since the electronic application was first released?

Yes. Based on feedback PDE has received from institutions and content reviewers at the first reviewer training held in January 2009, one worksheet was amended and another was added to the application.

The worksheet for Section II of the basic information portion of the electronic application has been changed. The first three parts of the worksheet are the same – Mission Statement, Needs Assessment, and Recruitment Plans – but the General Education part has been updated. In addition, there are two new parts – Adaptations and Accommodations for Diverse Learners and Special Education Program.

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If you have already completed this worksheet, just download the new version and simply complete the General Education, Adaptations and Accommodations for Diverse Learners, and Special Education Program sections. Then, reviewers will refer to both worksheets.

Also, a worksheet template has been added to Section IV in the basic information portion of the electronic application. It captures a program's overall assessment strategy.

To access the worksheets, please refer to the directions provided in Step 3 of the instruction manual. The worksheets are also listed in Appendix C of the instruction manual. The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

12. Is it possible to add additional rows or text in the worksheet templates?

No. However, institutions may decide to complete one worksheet for each program submitted for review. In addition, institutions have the ability to upload additional documents if needed, including multiple worksheets.

13. In the Over-allocated Courses report in the electronic application, what should programs do if courses are listed on that report?

When courses are listed on this report, it means that the courses exceed 100% in their allocation to different competencies.

For example, a course may spend 50% of the time addressing competencies related to Assessment and 50% of the time addressing competencies related to Development, Cognition and Learning. However, if the course was also identified as addressing Professionalism competencies 25% of the time, the course would be allocated 125% of the time and would appear on that report.

Some institutions have contacted PDE with specific explanations of why some of their courses appear on the Over-allocated Courses report. Institutions should know that content reviewers will look closely at any courses listed as over-allocated. In general, it is not possible to allocate more than 100% of a course. However, in isolated instances, an institution may decide to make the argument that a course can be over-allocated. In these instances, they should provide a strong explanation and reviewers will review it closely.

PDE will therefore add a course comments box to the electronic application for institutions to comment if any courses are over-allocated and will notify the field when the change has been made to the electronic application.

Once the comments field is in place, institutions should provide a brief comment that explains any over-allocation, and reviewers will closely review those courses and corresponding comments.

14. How should institutions determine the percentage of courses allocated to competencies if the material is embedded into a course? For example, what if a methods course is also addressing assessment throughout?

Though the material may be interwoven, institutions should try and estimate the amount of time devoted to the different competencies. If, for example, each lecture devotes some time to assessment strategies, then a program could say that 50% of the course addresses assessment while the other 50% addresses instructional methods.

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15. How can an institution demonstrate that English language learner (ELL) competencies are embedded in a course rather than a stand-alone course?

Institutions should describe how ELL competencies are embedded into courses in the worksheet in Section II of the basic information portion of the electronic application. For example, if a literacy course also embeds ELL competencies, the literacy course should be added to the Adaptations and Accommodations for Diverse Learners worksheet in Section II and then the activities can be described.

To view the worksheet, please refer to Appendix C (see the Section II worksheet) or the basic information section of the electronic application (see Step 3 of the instruction manual). The instruction manual is available in the Document Library on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49.

16. What coursework should be entered for the 4-8 content areas?

See 4-8 Certificates section.

17. How can institutions minimize the amount of data entry associated with the 4-8 content coursework?

See 4-8 Certificates section.

18. How will the requirement for 9 credits or 270 hours of Adaptations and Accommodations for students with disabilities in inclusive settings and the 3 credits or 90 hours addressing ELL be captured in the electronic application, especially for non-course hours and experiences? Is this content required to be included for initial program review?

See Adaptations & Accommodations for Diverse Learners and ELL section.

19. Where is it possible to find a complete list of the competencies, as they are grouped and organized in the electronic application?

See Competencies, Coursework and Credits section.

20. After assigning courses to competencies, it is possible to identify sub-competencies associated with courses in the small pop-up window. What are the expectations regarding addressing these sub-competencies?

See Competencies, Coursework and Credits section.

21. Can an institution enter student teaching as a course, so that the competencies can be viewed and identified as being met?

See Field Experiences and Student Teaching section.

22. At one point, the electronic application listed credits for individual subject areas in the PreK-4 program under the overall 33.00 credits for all subject matter competencies. The application now includes only the overall 33.00 credits. Will content reviewers be evaluating how these competencies are covered according to a certain credit breakdown?

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See PreK-4 Certificates section.

23. NEW! Where on the electronic application can a faculty member list an administrative supervisory certification?

On the second page of faculty data entry, the faculty member would select "Supervisory" on the certification drop-down menu. Though it is not the exact name of the certification the faculty member received, selecting "Supervisory" on the certification drop-down menu is sufficient. Then, if the faculty member would like to provide additional information about the certification beyond the fact that it is a supervisory certification, the faculty member should include that information in the comments box in the portion of the application where s/he is assigned to a course.

24. NEW! In the electronic application, what is meant by "General" in the content area drop-down menu?

The list in the content area drop-down menu includes federal CIP codes. This classification system includes only basic areas of study, and the "General" option on that list is for a degree in general studies, such as a general degree in liberal arts.

Extension

1. What is the Chapter 49-2 extension?

Chapter 49-2 states that candidates graduating on or after January 1, 2013 must meet the requirements of the new certification programs. The Secretary will grant an extension up to August 31, 2013 to institutions that are developing programs in new certification areas needed to address statewide teacher shortages. Extensions will be granted on a program-by-program basis, as outlined in a letter issued by Deputy Secretary Kathleen M. Shaw to all College of Education Deans and Program Directors in early September 2008.

Programs that DO NOT request or receive an extension will need to begin new programs in the fall semester of 2009 to ensure that candidates graduating after January 31, 2013 will do so with the new certificates.

Programs that DO request and receive an extension will not need to begin new programs until the fall semester of 2010, since the vast majority of candidates who graduate from teacher preparation programs after the August 31, 2013 extension deadline will not do so until the spring semester of 2014. Thus, the extension will provide institutions with an additional year to develop their new programs and ensure that they fully meet the requirements of Chapter 49-2 and PDE's certificate framework guidelines.

Any program that will produce candidates in a grade band or specialization with current or projected teacher shortages can be granted an extension. Data regarding current and projected teacher shortages and instructions on how to apply for an extension can be found in the Announcements section on PDE's Chapter 49 website at www.pde.state.pa.us/chapter49. In order to receive an extension, institutions must apply before December 31, 2008.

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2. Can an institution receive an extension so that candidates can continue to graduate under the current certificate programs until August 31, 2013, but still offer new certificate programs beginning in the fall semester of 2009?

Yes. The deadline—whether extended or not--indicates the **last date** on which a candidate can graduate under the current certificates. It does not prohibit institutions from graduating candidates under the new certificates more quickly.

Thus, it is possible for an institution to have candidates in the current programs and in the new programs with the following restrictions:

- No candidates may be admitted into the current Early Childhood, Elementary or Special Education programs once the new PreK-4, 4-8 and Special Education programs have been approved
- Certificates for the current programs will not be granted after January 1, 2013 if an institution has not been granted an extension, or August 31, 2013 if an extension has been granted.

3. How will the implementation timeline (both with and without the extension) affect school districts? How will school districts know whether institutions received an extension?

Once all institutions have the opportunity to apply for and receive the extension (the deadline is December 31, 2008), PDE will post the information in the Announcements section of the Chapter 49 website at www.pde.state.pa.us/chapter49. In addition, school districts should be in close contact with the institutions in their region to know where those particular institutions are in the implementation process. Hopefully, districts and institutions are collaborating already to implement the new field hour requirements and continue to provide quality student teaching experiences.

4. How does the extension apply to students currently working towards certification?

Students of any institution that receives the extension will have the ability to graduate under the current certificate programs through August 31, 2013. However, for students of institutions that do not apply for and receive the extension, they will have until January 1, 2013 to graduate under the current certificate programs.

5. Are the Adaptations and Accommodations and ELL competencies required to be in place for all programs on January 1, 2011, regardless of whether an institution applies for and receives an extension?

See Adaptations & Accommodations for Diverse Learners and ELL section.

Faculty Qualifications Matrix

1. Which faculty must be qualified through the Faculty Qualification Matrix?

All instructors of courses that are within the Professional Core must be qualified to instruct their course(s). The Faculty Qualification Matrix is a tool that institutions must use to

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document that each course is taught by a qualified instructor. The qualifications should be viewed in terms of a course that contains the Professional Core competencies. The program approval application will require institutions to report the overall qualifications of their professional core faculty by course.

2. Does the matrix and the requirement of "expertise" mean that instruction in defined areas could only be given by an individual deemed "fully qualified" in order for the course to count toward required hours/credits?

Yes.

3. Is there a timeline for instituting the Faculty Matrix?

Yes. Courses approved by PDE for the new certificate framework guidelines must be taught by faculty who meet the requirements of the matrix. As indicated in the matrix, to achieve initial program approval, institutions must show that 80% of their faculty meet the requirements for teaching core courses. When the programs go through a full program review (beginning within two years of initial approval), 100% of the faculty must be qualified to teach professional core courses in the program in order to achieve full program approval.

4. Within the Faculty Matrix, is special education considered to be a content area?

Yes.

5. Which faculty members are permitted to instruct courses that include embedded content or competencies?

Institutions should assign the most qualified instructors to each course, based on their academic pursuits, their previous experience, and their relevant professional development and/or certifications. ELL and Adaptations and Accommodations competencies require specific expertise and familiarity. The Faculty Qualification Matrix can be used to assist institutions in pairing faculty members with the courses they are most qualified to teach in accordance with the new program requirements.

6. Are faculty members evaluated according to the Faculty Matrix under the title of the course(s) they teach or the competencies addressed in the course(s)?

PDE is not approving programs or faculty according to course title or by prefix. Rather, a faculty member will be evaluated in terms of the competencies addresses in the courses s/he teaches.

7. What assistance is available to institutions to develop faculty to teach the accommodations and ELL? Will PDE develop training modules?

PDE is investigating potential professional opportunities that can be developed to address this need. Pennsylvania Intermediate Units and the PaTTAN organization regularly provide professional development opportunities regionally; the Pennsylvania Inspired Leaders (PIL) initiative is another potential partner. This is not meant to suggest that PDE would approve a single workshop or text as providing deep knowledge and expertise. A series of professional growth opportunities is desirable.

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8. Can an individual get more than three points in the professional development category of the Faculty Matrix if s/he completed more than the required number of items listed?

No.

9. How should institutions interpret “deep knowledge and expertise” and “related area” as they consider whether faculty are qualified to instruct certain courses, especially for teaching Adaptations and Accommodations and courses addressing ELL?

Faculty members who teach in any subject area in an approved teacher preparation program must be an expert in the subject that they are teaching. The Program Review work group met on June 9 and 10, 2008 and developed a matrix reviewed and revised by PDE that will be used to determine if a faculty member has "deep knowledge and expertise." The matrix will include several pathways to demonstrate that a faculty member has the requisite qualifications.

For further guidance on who can serve as the instructor for Adaptations and Accommodations courses and courses that address ELL, please refer to the ‘Design’ of the “Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and Meeting the Needs of English Language Learners Program Guidelines” (which can be found in the Document Library of the Chapter 49 website at www.pde.state.pa.us/chapter49).

On the Faculty Qualifications Matrix, the term “related area” refers to a degree in a field that can be directly tied to the course content, subject, and/or concentration. For example, a faculty member with a doctorate in curriculum and instruction would only be considered qualified to teach special education if s/he specialized or focused his or her study on special education within the degree program.

PDE expects institutions to use appropriate judgment in hiring faculty and to assign teaching duties based on the qualifications of the instructors. The university will determine the relationship between the faculty member and the assigned course(s). If through the official application review, a concern over the qualifications of faculty arises, institutions will be asked to provide documentation to support their selection.

10. Can current school teachers working with candidates be listed as the faculty member of record for specific courses or competency requirements?

No. A person who is not employed by the higher education institution will not be considered the faculty member of record for field experiences.

11. Do community college faculty or college faculty who taught students transferring to an institution need to be qualified through the Faculty Qualification Matrix?

No. The quality of courses that transfer into an approved teacher preparation program is the responsibility of the receiving institution. In the case of community colleges, because they do not offer approved teacher preparation programs, PDE will not evaluate their faculty according to the Faculty Qualifications Matrix. There are multiple methods through which articulation agreements between community colleges and four-year institutions with approved teacher certification programs can ensure the quality of the community college

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programs. Since close collaboration between teacher certification programs and transfer institutions is required, we will be providing technical assistance to ensure that both types of institutions provide high-quality instruction.

12. Do the changes to the program framework guidelines now require each institution to have an ESL-certified education faculty member?

No. Faculty members must be qualified to teach ELL, but having an ESL certificate is not the only way to be considered qualified. According to the Faculty Qualifications Matrix, faculty members can be qualified to teach ELL even if they are not certified in ESL through their degree, certification in other areas, teaching experience, and/or professional development, leadership, and scholarship.

13. If more than one faculty member is teaching a course to address different competencies, must all faculty members meet the Faculty Qualifications Matrix for that course?

Yes. All faculty members must meet the Faculty Qualifications Matrix for any course taught in the professional core. If, however, a faculty member is only addressing certain competencies in a course, s/he only needs to demonstrate deep knowledge and expertise according to the matrix for the competencies s/he is specifically addressing. Then, the faculty member that addresses the other competencies in the course must demonstrate deep knowledge and expertise according to the matrix for the competencies s/he is specifically addressing. More than one faculty member may ultimately meet the matrix for the same course but for different competencies.

14. Do student teaching supervisors need to meet the Faculty Qualifications Matrix requirements?

No. The Faculty Qualifications Matrix is only applicable for the professional core courses, and student teaching is a 12-week experience beyond the professional core. Student teaching supervisors must have basic education experience and knowledge of the area they are supervising.

15. Can faculty be trained by their fellow faculty members in order to teach the Adaptations and Accommodations and ELL competencies?

See Adaptations & Accommodations for Diverse Learners and ELL section.

16. Does the Faculty Qualifications Matrix definition for 'related area' match that of OCDEL's PAKeys Early Childhood 'related area' definition?

See Content Reviewers section.

Field Experiences and Student Teaching

- 1. Please provide more specific information explaining the field experience hours required for pre-student teaching.**

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Candidates are required to complete a total of 190 hours of field experience before student teaching and then an additional 12 weeks of student teaching. These hours are divided into 4 stages:

- Stages 1 and 2 include observation and exploration and require a total of 40 hours.
- Stage 3 requires 150 hours and is the pre-student teaching stage.
- Stage 4 is the student teaching stage and is to be a minimum 12 weeks in length.

A chart and complete description of all stages can be found in the certificate framework guidelines for each certificate. The institution has the flexibility to design the field experience requirements that will best meet their curriculum needs. The total of 190 hours of pre-student teaching is a minimum requirement.

2. Can field experience hours that allow a candidate to experience other grade levels so that they may decide which certificate is right for them be applied to Stages 1 and 2 field experience hours for the certification program they decide to pursue?

Yes. The Department recognizes the importance of having a candidate observe in different grade levels and concentrations. Observation hours that are dedicated to giving candidates the experience they need to make an informed decision on the certificate they wish to pursue will be accepted as part of the 40 hour requirement in each certificate for Stages 1 and 2.

3. How can student teaching hours be incorporated into the programs so that they do not surpass 120 credit hours?

The 120 credits required in the PreK-4 and 4-8 certificate framework guidelines includes the 12 weeks of student teaching. However, no credits have been assigned to the student teaching experience for any certificate. The Institution will have discretion to determine how many credit hours will be assigned for the student teaching experience. Refer to Table 1, *Professional Core Courses and Credit Hours*, of the PreK-4 and 4-8 specific certificate framework guidelines.

4. Chapter 354 requires a minimum of 12 weeks of student teaching experience. The new certificate framework guidelines have assigned 12 credits to the student teaching experience. Yet institutions vary in the number of credits they assign to student teaching. Can we assign a lesser number of credits but maintain the required minimum of 12 weeks as set by Chapter 354?

Yes. Chapter 354 states that candidates must have a minimum of 12 weeks, not 12 credits. While models in our new certificate framework guidelines assign 12 credits to this experience, institutions may decide how many credits to assign to student teaching. This requirement was not changed in Chapter 49-2 and was not a topic of discussion during the regulatory process.

5. Do candidates obtaining dual certification in Special Education and either PreK-4, 4-8, Secondary, or Reading Specialist need to complete two sets of field experiences and student teaching hours?

No. For dual certification in Special Education and any other area, only 190 hours of field experiences and 12 weeks of student teaching need to be completed. The field experiences

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and student teaching must contain assignments in both special education and the grade levels of the certificate.

6. Do certified teachers who work towards a master's degree to obtain an additional certificate need to complete another student teaching assignment, or will field experience suffice?

No. An individual holding an instructional certificate does not have to repeat student teaching. The higher education institution must observe and verify the competencies of the candidate in a field experience in the specific subject area and grade band of the certificate for which the candidate will be recommended.

7. Do the new field experience and student teaching requirements apply to the currently approved secondary programs?

No. Existing secondary programs are not required to change their field and student teaching hours at this time. However, in 2011, it is expected that ALL programs include the Adaptations and Accommodations and ELL credits/hours. In meeting the requirements some institutions may identify field experiences for candidates in the secondary education programs.

8. Would it be possible to have candidates complete their security clearances (FBI fingerprint clearance, Child Abuse Clearance and Criminal Record Clearances) just once during their first year at the institution instead of every year? If so, how will school districts be informed of this procedure, since some districts require clearances within the past year for any field experience placements?

Yes. All security and child abuse clearances will need to be obtained once during the student's continued enrollment in the teacher preparation program.

Please visit

<http://www.teaching.state.pa.us/teaching/cwp/browse.asp?A=13&BMDRN=2000&BCOB=0&C=21015> for information on how to apply for a Federal criminal history record, Questions and Answers and a link to Act 114.

A Penn*Link was sent to LEAs and higher education institutions on Thursday, July 17, 2008 from Dr. Linda Rhen, Director of School Services,. It will also be posted on the PDE website in the Chapter 49 section.

9. How will PDE inform and encourage school districts to support the additional field experiences required in Chapter 49-2?

PDE recognizes this as a major challenge facing teacher preparation programs as they implement the new programs. Currently, PDE is exploring how best to encourage local school districts to support the additional field requirements and will continue to update institutions on that progress. We anticipate a series of communications with the districts in the coming months.

10. Are the Educational Specialist programs required to meet the 190 hours of field experience?

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No. The field experience requirements for the Educational Specialist programs are identified in Category II – Performances and are expressed as practicum and internship experiences. These requirements have not changed.

11. What are the limitations on the types of sites allowable for field experiences and student teaching placements?

Field experiences and student teaching sites should be limited to agencies that are licensed by the Commonwealth for the care and education of the targeted populations. They may include parochial, private, and public schools academic institutions. Early childhood centers licensed by the Department of Public Welfare may also be included. Institutions have more flexibility in developing sites for early field experience observations where the qualifications of the site supervisor are not prescribed. However, in addition to the site, the qualifications of the personnel supervising at the site must be taken into consideration in making student teaching assignments where the cooperating teacher must meet criteria established in Chapter 354.25(f)(2).

12. Should field experiences span the grade band of the certificate?

Yes. Although PDE has not established specific field experience requirements for each program, best practices would suggest that candidates have experiences working with students in the range of ages and grade levels of the certificate.

13. How can candidates complete programs in professional development schools with multiple assignments and meet the requirement for diverse placements, such as urban and rural sites?

Candidates that complete programs using professional development school models could be required to conduct at least one field experience at a school that is distinct from their primary placement. Program requirements for candidate participation in professional development schools vary greatly between programs and institutions. Regardless of the model, candidates are best served when they have opportunities to learn in a variety of placements.

14. Do candidates receiving a Special Education certificate need to complete a field experience and student teaching experience for their accompanying certificate and their Special Education certificate?

See Special Education section.

15. Do special education supervisors need to observe candidates during field experiences that include students with accommodations and adaptations due to disabilities?

No. The specific requirements for personnel who supervise field experiences are not determined by PDE. Some field experiences do not require direct supervision by college faculty. The institution should consider the nature of the assignment when determining the knowledge and expertise required by the faculty responsible for assessing the candidate during the experience.

16. Do the secondary certificate programs and the education specialist programs need to meet the new field experience requirements outlined in the PreK-4 and 4-8 program framework guidelines?

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No. The program framework guidelines address only the certificate area for which they were written. The guidelines have only changed for the new certificate areas; thus, the new field experience requirements do not apply to secondary and education specialist certificate programs.

17. Will PDE count field experiences completed at two-year institutions or community colleges towards the PreK-4 certificate requirements?

Four-year institutions independently determine what experiences and credits they will accept from two-year institutions and community colleges. This should be resolved as part of the articulation agreement.

18. When teacher candidates are mentored by cooperating teachers implementing instructional accommodations approved by a school's Special Education supervisor, does that field instruction satisfy a) the Adaptations and Accommodations hours requirement and b) the condition requiring "faculty who deliver the content to have thorough knowledge and expertise in Special Education?"

See Adaptations & Accommodations for Diverse Learners and ELL section.

19. Will field experience hours completed in PA Pre-K Counts programs, Head Start, Licensed Nursery School, and Child Care programs that are STARS 3 and 4; and with a teacher certified in PreK-4 or early childhood education as the cooperating teacher be accepted by PDE as half of the required 190 field experience hours for the PreK-4 certificate?

See PreK-4 Certificate section.

20. Since an individual already holding an instructional certificate does not have to repeat student teaching when completing a master's program for an additional certificate, how will this impact an institution's ability to maintain and assess program competencies and requirements for accreditation?

See Non-Traditional Programs section.

21. Do student teaching supervisors need to meet the Faculty Qualifications Matrix requirements?

See Faculty Qualifications Matrix section

22. Does PDE require that an institution offer twelve credits for student teaching for each of the new certificates? If not, how will this affect the PreK-4 core credit requirements of 60 credits?

See PreK-4 Certificate section.

23. Please clarify the following sentence found in the PreK-4 certificate framework guidelines: "At least one experience during field experience 3 or student teaching must be in a public school setting or a PreK program sponsored by a school district."

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See PreK-4 Certificate section.

24. Does a PreK field experience meet the requirement for PreK-4 certificate candidates to have “birth through PreK” field experiences?

See PreK-4 Certificate section.

25. Will field experience hours completed in PA Pre-K Counts programs, Head Start, Licensed Nursery School, and Child Care programs that are STARS 3 and 4; and with a teacher certified in PreK-4 or early childhood education as the cooperating teacher be accepted by PDE as half of the required 190 field experience hours for the PreK-4 certificate?

See PreK-4 Certificate section.

26. Can Special Education professional core credit hours be obtained and competencies addressed through field experiences and student teaching?

See Special Education section.

27. Can an institution enter student teaching as a course, so that the competencies can be viewed and identified as being met?

Yes. However, student teaching should only be entered as a course if it is actually part of a course. Otherwise, all field experiences and student teaching should be captured in the Section VII worksheet in the basic information portion of the electronic application. To access this worksheet, please refer to Step 3 in the electronic application instruction manual. To view this worksheet, please refer to Appendix C in the instruction manual. The instruction manual is available in the Document Library on PDE’s Chapter 49 website at www.pde.state.pa.us/chapter49.

Non-Traditional Programs

1. What is the timeline for institutions to develop non-traditional programs and have them approved by PDE?

PDE defines “non-traditional” programs as those that do not conform to a typical undergraduate teacher preparation model, such as accelerated programs, post-baccalaureate programs, graduate programs and intern certificate programs.

PDE formed workgroups in the fall of 2008 to discuss and provide recommendations regarding non-traditional programs, and the workgroups have met on multiple occasions. The workgroups will submit final reports to the Department in early 2009, and PDE will develop guidelines for non-traditional programs based on their findings and recommendations. We anticipate that new guidelines and information about a program approval timeline will be issued in the spring of 2009.

2. Which certificates can be earned via accelerated programs?

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Within the context of Chapter 49-2, “accelerated programs” in PreK-4 and 4-8 certificates can be offered under specific conditions. Chapter 49-2 clearly states that the “accelerated programs” for the PreK-4 and 4-8 certificates are only for candidates that already hold the other certificate. In other words, only a candidate certified in the new PreK-4 can earn a new 4-8 certificate through an accelerated program, and vice versa.

3. Since an individual already holding an instructional certificate does not have to repeat student teaching when completing a master’s program for an additional certificate, how will this impact an institution’s ability to maintain and assess program competencies and requirements for accreditation?

Because the graduate field experience is not a student teaching assignment, the field experience is not subject to the student teaching guidelines. The higher education institution must observe and verify the competencies of the candidate in a field experience in the specific subject area and grade band of the certificate for which the candidate will be recommended. The focus of the field experience in this context is to assess the ability of candidates to:

- Transfer the experience and knowledge from their current certificate and position to teaching under the certificate they are pursuing; and to
- Use content knowledge under the new certificate in the classroom.

4. For educators who already hold an instructional certificate but wish to add another certificate, how do the Adaptations and Accommodations and ELL competencies apply?

See Adaptations & Accommodations for Diverse Learners and ELL section.

5. Do certified teachers who work towards a master's degree to obtain an additional certificate need to complete another student teaching assignment, or will field experience suffice?

See Field Experiences and Student Teaching section.

6. NEW! When will students in post-baccalaureate programs be able to obtain the new PreK-4, 4-8, and Special Education PreK-8 and 7-12 certificates?

We will grant the new certificates to any candidate who has completed a new approved program in a certification area after the program has been approved by PDE.

7. How will teachers who are already certified be able to obtain additional certificates under the new Chapter 49 certificate framework guidelines? Specifically, will teachers be able to ‘test into’ another certificate?

The new Chapter 49 regulations have changed the way many teachers will be able to obtain additional certification(s). The following chart outlines how teachers will be able to obtain additional certificates under the new Chapter 49 Regulations:

Current Certificate	Certification to be Obtained	Process to Obtain Additional Certificate
PreK-4	4-8 Special Education K-8 Secondary content certification	Accelerated program Post-Bacc Program Post-Bacc Program

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	Special Education 7-12	Post-Bacc Program
4-8	PreK -4 Special Education K-8 Secondary content certification Special Education 7-12 Additional 4-8 content area	Accelerated Program Post-Bacc Program Post-Bacc Program Post-Bacc Program Praxis Test
Secondary content certification	PreK-4 4-8 Special Education K-8 Special Education 7-12 Additional secondary content certification	Post-Bacc Program Post-Bacc Program Post-Bacc Program Post-Bacc Program Praxis Testing

Online Programs

1. How does PDE define “blended” programs?

Blended programs incorporate both on-line and face-to-face instruction. There is no set percentage of a blended course that must be taught on-line or using face-to-face instructional techniques.

2. Is it possible for a teacher preparation program that is offered completely on-line to be approved by PDE?

It is highly unlikely that such programs would be able to meet the supervision requirements of field experience, which include direct faculty observation of candidates in the classroom. Institutions that want to mount blended programs with courses that do not incorporate field experience will also have to provide evidence that there frequent and high-quality communication between faculty and candidates is occurring.

PreK-4 Certificates

1. What ages does the PreK-4 certificate cover?

Chapter 49.85(b) outlines the grade and age levels for each of the new certificates. Though age 3 is listed for the beginning age of all certificates, special education services under the Individuals with Disabilities Education Act of 2004 § 300.25 include services for infants and toddlers defined as, “an individual under three years of age who needs early intervention services.” Early intervention process and procedures specific to Pennsylvania can be found in 22 Pa. Code §14.151-158. In addition, there is no teaching certificate that can be granted by the Department of Welfare for 0 – 2 year olds. Institutions that need certified instructors for this age group will use the PreK-4 certificate. Thus, the PreK-4 certificate should cover ages birth through 9 or 10.

2. The PreK-4 and 4-8 certificate framework guidelines have some identical competencies; may the same courses be offered for both programs?

Yes. The same courses may be offered for programs for content-only courses, such as those in General Education, which may address similar content competencies in both programs. However, methods and human development courses must focus on the grade

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levels within the certificate. The certificates were designed for candidates to understand the developmental and pedagogical needs of the individual age groups. Combining the methods courses for both certificates dilutes the knowledge and skills required to effectively teach students within the individual age groups.

3. Does PDE require that an institution offer twelve credits for student teaching for each of the new certificates? If not, how will this affect the PreK-4 core credit requirements of 60 credits?

Institutions must offer a minimum of 12 weeks - not 12 credits - of student teaching. The institution may elect how many credits to award for the student teaching experience in alignment with the credit assignment policy of the institution.

The Department recognizes that the PreK-4 professional core requirements as set out in the certificate framework guidelines have confused some institutions and we will be issuing a revised set of guidelines very shortly to address this confusion.

In the meantime, please note that the professional core of the PreK-4 certificate program includes the following two components:

- a. 60 credits of coursework
- b. 12 weeks (not credits) of student teaching.

We apologize for the confusion caused by the curriculum model in the guidelines issued on April 27, 2008, which erroneously assumed that all institutions would assign 12 credits to the 12-week student teaching requirement.

4. Is the professional core of the PreK-4 program flexible or must all institutions use the same courses?

Specific courses are not required. The professional core is specifically designed to provide the flexibility that institutions need to construct their courses in whatever way makes most sense to them. PreK-4 programs must show 60 credits in the professional core. Thirty-three of those credits must cover pedagogy. PDE will be approving programs that meet the credit total and include the required competencies. Competencies may be rearranged, embedded, placed into courses regardless of their prefix, or managed in ways that suit the institution's needs, but program applications need to demonstrate that the required competencies and total credits in the certificate framework guidelines are addressed in the program. The number of credits assigned to the required 12 weeks of full-time student teaching shall be determined by the institution.

5. Please clarify the following sentence found in the PreK-4 certificate framework guidelines: "At least one experience during field experience 3 or student teaching must be in a public school setting or a PreK program sponsored by a school district."

During the PreK-4 certificate field experience in stage 3 or during student teaching, the candidate must be placed in a public school setting or a PreK program that is sponsored by a school district or approved by PDE. A candidate must have field or student teaching experience in a public school setting. Yet in addition, since the certificate covers all early childhood settings as well as public school teaching through 4th grade, the candidate must have experience in an early childhood setting as well. An individual currently working in an approved PreK area must also have public school experience. Candidates may obtain field and student teaching experience within an OCDEL-credentialed program.

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An educator certified in N-3 may provide school staff development services and may assist students in understanding the "reading" content area materials related to this subject area. Districts offering Kindergarten-three programs should use an Early Childhood Education certificate holder, but may assign a person with an Elementary Education certificate as a mentor.

6. Can the reading/literacy content in Language Arts be covered in general education courses?

It depends upon the institution's general education curriculum. General education requirements vary greatly among institutions. The institution would need to determine if a general education course meets the requirements set forth by PDE in meeting the reading/literacy competencies for the teacher preparation program.

7. Can the six credits in the two "Foundations of Mathematics" courses be used to satisfy the six mathematics credits required under Chapter 354?

Yes.

8. How do the following competencies within the PreK-4 certificate framework guidelines relate to family/community partnerships?

- a. Utilizes preventative methods including positive guidance strategies, physical environment, and selection of materials.
- b. Support the development of problem solving strategies.
- c. Create a positive, inclusive learning environment for all learners including age and developmentally, culturally and linguistically appropriate use of indoor and outdoor space, materials and schedule.
- d. Organize physical and temporal environments to maximize opportunities for children to engage in context-rich activities.

All of the above strategies are designed to develop skills and knowledge that can be shared with family members and provide an opportunity to work collaboratively to improve the student's environment. In some instances, the competencies are also skills and knowledge that an educator can use to improve candidates' ability to advance their relationship with their family and community.

9. Current NAEYC standards and PDE certificate framework guidelines are not the same. Which standards should the new PreK-4 programs adhere to?

Overlap between the two sets of standards is significant. In fact, NAEYC standards played an important role in the construction of the PreK-4 certificate framework guidelines. However, there are important differences as well. The PDE standards relate specifically to the delivery of high quality public education within the Commonwealth in line with Pennsylvania's basic education standards and benchmarks, as well as federal standards for teacher quality and student learning outcomes. All institutions seeking program approval must comply with the Department's approved program standards. Any institution seeking national accreditation must comply with the requirements of the accrediting body.

10. Does a PreK field experience meet the requirement for PreK-4 certificate candidates to have "birth through PreK" field experiences?

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Yes. The Field Experience Section of the PreK-4 certificate framework guidelines states the following: “Each candidate must participate in a minimum of 190 hours of field experiences prior to student teaching, including one PreK placement (includes birth through PreK), one K-1 placement, and one placement in grades 2-4. At least one placement during Stage 3 or Stage 4 (student teaching) must include students in inclusive settings.”

11. Will field experience hours completed in PA Pre-K Counts programs, Head Start, Licensed Nursery School, and Child Care programs that are STARS 3 and 4; and with a teacher certified in PreK-4 or early childhood education as the cooperating teacher be accepted by PDE as half of the required 190 field experience hours for the PreK-4 certificate?

Yes.

12. At one point, the electronic application listed credits for individual subject areas in the PreK-4 program under the overall 33.00 credits for all subject matter competencies. The application now includes only the overall 33.00 credits. Will content reviewers be evaluating how these competencies are covered according to a certain credit breakdown?

No. The electronic application at first included a credit breakdown for PreK-4 subject matter competencies in error. Though there are no specific credits associated with each subject matter area, reviewers will evaluate whether the competencies for each subject have been appropriately addressed in depth and breadth.

Program Review Process

1. What are the official titles of the new certificates?

The new certificate titles are: PreK-4, 4-8, Special Education K-8, and Special Education 7-12.

2. How will PDE review the certificate programs?

Due to the extensive changes contained in Chapter 49-2, all PreK-4, 4-8, and Special Education (K-8 & 7-12) certificates will be considered new programs. As such, all elements of these programs will be reviewed before approval is granted.

Because of time constraints imposed by the regulatory changes, each new program will apply for preliminary program review and approval via an electronic application process. Site visits will occur on an as-needed basis only. Programs that pass the electronic review will receive preliminary program approval, which will be good for two years. Full program reviews, which will include site visits, will begin for all new programs in two years. If a program meets all requirements, full program approval will be granted at that time.

PDE will make the electronic application available in December 2008. Although the application process should be straightforward, PDE will also provide training to ensure that all institutions thoroughly understand the application process.

Programs that are denied either preliminary or full approval will be able to appeal this decision. Details regarding the appeals process will be issued in beginning of 2009.

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PDE has formed a Program Approval Advisory Group, comprised of representatives from constituencies who deliver and/or are invested in teacher preparation programming, to ensure that the program approval process is thorough and fair.

3. ~~UPDATED~~ Is there an application and program review process for secondary certificate programs or other areas that are only adding Adaptations and Accommodations and ELL content to existing programs?

The Adaptations and Accommodations and ELL requirements apply to all “teacher education programs leading to certification AND (emphasis added) permitting of professional personnel” (22 Pa. Code §49.13(4)). While Chapter 49-2 clearly requires all programs to include this content by January 1, 2011, PDE will NOT require standing programs to go through the full approval process when they add their Adaptations and Accommodations and ELL content. Rather, these programs will be required to provide documentation that illustrates that the new requirements for Adaptations and Accommodations and ELL are met.

A stand-alone application is now available in the Document Library of PDE’s Chapter 49 website at www.pde.state.pa.us/chapter49 under Program Review documents. All educator preparation programs except new certification programs – PreK-4, 4-8, and Special Education PreK-8 and 7-12 – should use this form. Please submit completed application forms to RA-OnlineRev@state.pa.us to be reviewed by the Special Education reviewers.

Programs can submit this material for review at any time but should submit this application by the spring of 2010 to ensure that these competencies are approved in programs before the deadline of January 1, 2011 (exact dates will follow in future communications). Though institutions may complete and submit the application before the spring of 2010, the application will be placed in the queue for review behind all new Special Education certification programs.

4. What is the anticipated timeline for approval of the new certificate programs, especially if institutions intend to enroll candidates in new programs beginning in Fall 2009?

Approval is a two-step process. First, PDE will review the initial program application to determine whether a program receives approval to begin the initial certificate program. Then, PDE will begin full program reviews in two years to ultimately award full approval of programs.

Below is a timeline outlining the program approval process:

Dates	Activity to Occur
March 1, 2009	Recommended date by which to submit new program applications for review for a Fall 2009 intended start date
Fall 2009	First fall class of Freshman admitted under new Chapter 49 certificates (Institutions with Fall new program start dates - for programs that did NOT request an extension)
January 1, 2010	Recommended date by which to submit new program applications for review for a Fall 2010 intended start date
August 2010	First fall class of Freshman admitted under new Chapter 49 certificates (Institutions with Fall new program start dates - for

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	programs that DID request an extension)
January 1, 2011	Adaptations and Accommodations and ELL Requirements must be added to <u>ALL</u> teacher certification programs
December 31, 2012	Last day for candidates to graduate from current certificates programs (for programs that did NOT request an extension)
January 1, 2013	All teacher certification candidates graduating after this date must meet new Chapter 49 regulations (for programs that did NOT request an extension)
August 31, 2013	Last day for candidates to graduate under current certificates (for programs that DID request an extension)
September 1, 2013	All teacher certification candidates graduating after this date must meet new Chapter 49 regulations (for programs that DID request an extension)

5. What data will be required for the 'Needs Assessment' section of the initial program approval application?

In the 'Needs Assessment' section of the application, institutions should provide information that demonstrates their rationale for adding the program. Some suggestions for the information and data that institutions could provide include:

- Statewide and/or regional teacher shortage data;
- Anecdotal or qualitative evidence of students requesting certificate programs;
- Information about program characteristics that are unique; and/or
- Evidence of other institutions offering (or failing to offer) programs within the same geographical region.
- Data and anecdotal evidence on enrollment in certificate programs offered under the current Chapter 49 requirements, i.e. early childhood, K-6 and special education.

For institutions that currently have Early Childhood, Elementary Education and/or Special Education K-12 programs and intend to replace those programs with the new certificates, the needs assessment can simply state that new certificate programs need to be offered in place of the existing programs to continue to meet candidate demand.

6. Will programs be required to submit syllabi in the Initial Program Approval Application?

Yes. Programs will be asked to indicate which competencies are addressed in each course; and program reviewers will analyze syllabi to ensure that all competencies are included in the program.

7. Is there any overlap between the national accrediting bodies, such as the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC), and PDE program approval in terms of standards, requirements, and timeline?

In terms of standards and requirements, there is some overlap between PDE and the national accrediting bodies, but there are important differences. While PDE acknowledges NCATE and TEAC standards, Pennsylvania teacher preparation programs must prepare teachers to successfully teach Pennsylvania's basic education standards and benchmarks, as well as meet federal standards for teacher quality and student learning outcomes. All institutions seeking program approval must comply with the Department's approved program standards. Similarly, any institution seeking national accreditation must comply with the requirements of the respective accrediting body.

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Regarding timeline, PDE will work with institutions whenever possible to coordinate reviews with NCATE and TEAC so as to not unnecessarily burden the institutions under review.

8. How will PDE review the 9 credits of Accommodations and Adaptations for diverse learners and the 3 credits addressing ELL?

The necessary information for the new certificates is included in the application for the new program. PDE is developing a reporting matrix for secondary and other programs to demonstrate how they will incorporate this content.

9. What is an "Intent to Submit" form? Is this is a formal requirement or a suggestion? Further, if an institution sends a notification of their intent to submit a new certificate program, should there be a separate letter for each certificate program?

On November 21, 2008, PDE issued a letter regarding an institution's notification of their intent to submit a new certificate program application with an "Intent to Submit" form. By December 8 2008, all institutions indicated the certificates for which they intend to submit applications; and the year in which they intend to begin each certificate program. The form, which can be found in the Announcements Section of PDE's Chapter 49 website at www.pde.state.pa.us/Chapter49, contains a table that permits all new programs to be listed in one submission.

10. On the "Intent to Submit" form, there is a question that asks, "Based on your institution's authority to offer degrees, are you required to submit an application to the Division of Program Services to establish a new degree program?" What does this mean?

Some postsecondary institutions in Pennsylvania operate under a "restricted charter," which requires them to obtain permission from PDE whenever they wish to begin a new degree program. In such instances, a program will need to be approved by the Bureau of Postsecondary Services in order to operate; and it will also need to receive approval from the Bureau of School Leadership and Teacher Quality in order to operate as a certification program.

11. For institutions that operate under a "restricted charter," will the program and degree approval processes be coordinated by PDE?

Yes. For this reason, the "Intent to Submit" form asks whether the institution must obtain approval to offer a degree.

12. Will institutions be required to submit separate program applications for each of the different program combinations permitted under the new Special Education certificates?

No. In the Special Education application, institutions will be able to indicate the accompanying certificates available at that institution. In addition, institutions will be required to identify the competency credit hours that can be substituted between the paired programs. If there is more than one combination of certificates available to candidates, institutions will have to identify the substitution competencies and credit hours for each separate program combination. Specifically, for each paired program, the institution will be

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able to list the titles of substituted courses that the Special Education candidate will be required to complete.

13. How many programs have been submitted for initial program approval? How many have been approved?

PDE will not begin the program review process until February 1, 2009 and will therefore not know before that time whether programs have been approved. Multiple institutions have already indicated their intention to submit their programs for approval, but no programs have been approved yet.

14. Since the current certificate programs will be replaced by the new certificate programs in 2013 after the Adaptations and Accommodations and ELL competency requirements take effect on January 1, 2011, do institutions need to ensure that those requirements are incorporated into current certificate programs?

No. The current certificate programs that are going to be replaced by the new certificates – PreK-4, 4-8, Special Education PreK-8 and Special Education 7-12 – will no longer be accepting new students when the Adaptations and Accommodations and ELL competency requirements take effect. Since institutions without an extension will launch their new certificate programs by Fall 2009 and institutions with an extension will launch their new certificate programs by Fall 2010, and the Adaptations and Accommodations and ELL competencies must be in place for all programs beginning on January 1, 2011, institutions will have already transitioned to the new certificate programs when those competency requirements take effect.

15. Is articulation between 2-year and 4-year institutions required for program approval?

See Collaboration section.

16. Are there any components of programs that are going to be weighed more heavily than others in the review process?

Yes. All of the elements identified in the certificate framework guidelines and Chapter 354 requirements will be considered in the program review process. However, PDE and program reviewers will place the highest priority on:

- The degree to which a program has met the competencies outlined in the guidelines;
- The qualifications of faculty members assigned to teach professional core courses; and
- The design of the field experiences and student teaching components of programs.

It is important to note that there is no formula, scoring system or numerical method for approval. Rather, every quality indicator is considered in evaluating programs as a whole, and reviewers will provide a detailed and thoughtful assessment of the strengths and weaknesses of each program. Any program application that either does not meet or does not provide enough evidence to indicate whether it meets the state's certification standards will receive constructive and thorough feedback, and will be invited to provide more information or revise its application. PDE will be available to assist programs in any way possible. **The closer that a program comes to fully meeting the standards set forth in the guidelines as a whole, the more likely it is to be approved.**

17. What will be PDE's role in the review process, and what are reviewers' responsibilities?

PDE has several important responsibilities in the review process, including:

- Providing high quality training sessions and materials for content reviewers;
- Providing fairness and consistency to the process;
- Coordinating the work of reviewers throughout the process;
- Approving or disapproving programs based on the feedback from reviewers and the standards; and
- For those programs whose applications do not indicate they have met the program standards, providing technical assistance to programs based on response to reviewer and PDE feedback.

Reviewers play a crucial role as well; they are responsible for:

- Working in training sessions to establish a consistent standard for evaluation;
- Setting a high standard for quality in every area of the application;
- Identifying any areas that need to be strengthened in programs;
- Providing constructive and thorough feedback; and
- Identifying promising practices and innovative models.

18. Is March 1, 2009 a deadline for institutions to submit programs for initial review if they did not receive an extension or if they intend to launch their programs in Fall 2009?

No. March 1, 2009 is not a deadline for institutions to submit programs for review; it is a recommended submission date that would ensure that there is adequate time for a complete review of a program for those intended to begin in Fall 2009. Programs will be reviewed on a first-come, first-serve basis. The initial review process will take from 55 to 135 days based on the need for sending additional data. Institutions may submit applications at any time while keeping this timeline in mind, which will be particularly important if the institution plans to offer the program in Fall 2009.

19. What are the costs associated with program review and how has the process changed?

In the past, institutions paid expenses related to program review by reimbursing reviewers and compensating team leaders directly, and only team leaders were compensated for their work. PDE has reformed the reimbursement process in several ways for initial program review.

First, we have removed the direct financial relationship between the institutions and the reviewers that existed due to direct reimbursement. There have been documented problems with conflict of interest as a result of this practice, and PDE wanted to remove any perceived or real conflict of interest that could exist between the institution and the reviewers.

Second, each new program will be reviewed by two highly-qualified and well-trained reviewers, each of whom will be compensated \$500 per review for their work. This honorarium will compensate them for several days of work as well as the time spent engaged in program review training.

Third, the electronic application and review process eliminates onsite costs for reviewers and greatly reduces the cost to institutions of producing large amounts of paper documentation. The cost in faculty and administrator time devoted to hosting site visits will

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also be avoided. Overall, the changes provide a predictable manner in which to estimate the cost of program review for an institution and ensure the integrity of the process.

The total cost to institutions for initial program review is \$1,000 per program (the 4-8 program will count as one program, regardless of the number of options and concentrations available to students). In addition, there is a 3% processing fee (\$30). Therefore, the total cost to submit a new program for initial review is \$1,030 per program. More information about the process by which institutions will submit payment will be announced as soon as possible.

The costs of full review will be set when we have developed the full review process.

20. How will programs be considered if they are designed to extend beyond four (4) calendar years, but provide candidates with an additional major, degree, or master's degree?

As per §354.25 in the PA School Code, PDE will only approve programs that can be completed in four (4) calendar years. Institutions should make it clear in the Section II worksheet of the basic information portion of the electronic application, which has been amended, whether candidates are able to complete any general education coursework requirements at the institution, the professional core coursework for the program, and field experience and student teaching requirements within four (4) calendar years. Please note that "four calendar years" includes summer semesters and does not specify the number of credits a student can take during a semester.

21. Will PDE develop a common syllabus form for all Institutions to use?

See Content Reviewers section.

22. Will course sequencing be included in the review process?

See Content Reviewers section.

23. Is there an appeals process in place for the new certificate program approval process?

Yes. If new certificate programs are not approved, institutions may file a written appeal to the Secretary of Education. Written appeals must be received by the Secretary within 30 days of the date on which the final decision is issued. A copy of the appeal must be submitted to the Bureau of School Leadership and Teacher Quality.

Secondary Certificates

1. Does PDE anticipate if and when secondary certificate program framework guidelines will undergo a revision similar to the new PreK-4, 4-8, and Special Education certificates?

There are no such plans at this time.

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- 2. Since it is possible that students who entered secondary programs in Fall 2008 may not have completed their degree by January 1, 2013, may secondary programs apply for the extension too?**

An extension is not necessary for programs other than PreK-4, 4-8 and the two new Special Education programs because the January 1, 2013 deadline applies only to the new certificates.

All other programs are affected only by the requirement for Adaptations and Accommodations and ELL credit hours. These must be incorporated by January 1, 2011. This requirement applies to **programs** - not candidates. There is no requirement regarding when candidates must complete the hours in order to be eligible for certification.

- 3. Is there an application and program review process for secondary certificate programs or other areas that are only adding Adaptations and Accommodations and ELL content to existing programs?**

See Program Review Process section.

- 4. Do the new field experience and student teaching requirements apply to the currently approved secondary programs?**

See Field Experiences and Student Teaching section.

- 5. For candidates working towards a secondary content certificate and a Special Education 7-12 certificate, can programs demonstrate where competencies overlap/can be substituted to eliminate coursework from the secondary certificate program?**

See Special Education section.

- 6. Is there an application and program review process for secondary certificate programs or other areas that are only adding Adaptations and Accommodations and ELL content to existing programs?**

See Program Review Process section.

Special Education Certificates

- 1. Do candidates receiving a Special Education certificate need to complete a field experience and student teaching experience for their accompanying certificate and their Special Education certificate?**

No. Candidates must complete a total of 190 hours of field experiences and a minimum of 12 weeks of student teaching for both certificates. However, field experiences must include all stages of the grade level in which they are seeking certification as well as experience with students who have Individualized Education Plans (IEPs) in special needs classrooms and other settings.

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2. Do candidates working towards a 4-8 certificate and a Special Education K-8 certificate need to meet all of the literacy standards required by Chapter 49 Special Education certificate?

Yes. Special education students are not often easily classified and often do not demonstrate proficiency at their assigned grade level. All of the competencies involve the explicit teaching of reading skills that secondary students with Individualized Education Plans (IEPs) often have difficulty with such as fluency and vocabulary.

3. Is it possible for candidates to have a dual certificate in 4-8 and Special Education PreK-8?

Yes. In fact, all candidates for the Special Education PreK-8 or 7-12 certificates must obtain an accompanying certificate. Candidates working towards a Special Education PreK-8 certificate can receive an accompanying certificate in either PreK-4, 4-8, or Reading Specialist PreK-12. Candidates working towards a Special Education 7-12 certificate can receive an accompanying certificate in either a secondary content area or Reading Specialist PreK-12.

4. What is the 15-credit hour overlap/substitution between the Special Education PreK-8 certificate and the PreK-4 and 4-8 certificates?

In order to ensure that acquiring dual certificate in special education and either PreK-4 or 4-8 can be accomplished as efficiently as possible, the new program framework guidelines include 15 designated credit hour substitutions between the special education certificate and the Pre K-4 and 4-8 accompanying certificates. Those credit hours are marked with an asterisk (*) in the program framework guidelines (see Table 1 in the PreK-4 program framework guidelines; Table 1 in the 4-8 program framework guidelines; and Appendix A in the Special Education program framework guidelines).

The fifteen credit substitution allows special education candidates to count the identified special education requirements for identified requirements in the accompanying certificate, which is in addition to the built-in substitution of the 9 credits or 270 hours of Adaptations and Accommodations requirement.

It is important to note that if all available substitutions occur and a candidate plans thoughtfully, only 6 credits beyond the primary certificate would be needed to obtain the Special Education certificate.

5. Will candidates working towards certification in both PreK-4 and Special Education PreK-8 be qualified to serve as the teacher of record in a 4-8 placement?

No. Candidates working towards certification in those areas could be the teacher of record for a PreK-4 regular education assignment or a PreK-8 Special Education assignment. However, a candidate may elect to acquire an accelerated certification in 4-8, and in doing so be fully qualified to be the teacher of record in a regular 4-8 education assignment.

6. For candidates working towards a secondary content certificate and a Special Education 7-12 certificate, can programs demonstrate where competencies overlap/can be substituted to eliminate coursework from the secondary certificate program?

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Yes. Institutions can and should identify overlapping competency credit hours in their secondary and special education programs (15 being the maximum amount) to eliminate duplicative coursework for candidates (this is in addition to the built in overlap of the 9 credits or 270 hours of Accommodations and Adaptations requirement). There will be a section in the program review application for institutions to first identify the overlapping competency credit hours and then provide a rationale for the decision.

7. Can Special Education professional core credit hours be obtained and competencies addressed through field experiences and student teaching?

Yes, Special Education professional core credit hours and competencies can be obtained and addressed through field experiences contained within specific courses. However, they may not be obtained or addressed through the student teaching experience. Student teaching is a separate 12-week experience beyond the professional core.

8. Chapter 49 references the order in which candidates should obtain their Special Education and accompanying certificate. How should programs interpret the order in implementing the Special Education certificate coursework?

As long as the candidate submits the Special Education certificate application and the accompanying certificate application at the same time (e.g., upon graduation), the candidate will not need to be concerned with the order of the certificates.

9. Will institutions be required to submit separate program applications for each of the different program combinations permitted under the new Special Education certificates?

See Program Review Process section.

10. Do special education supervisors need to observe candidates during field experiences that include students with accommodations and adaptations due to disabilities?

See Field Experiences and Student Teaching section.

11. Since the current certificate programs will be replaced by the new certificate programs in 2013 after the Adaptations and Accommodations and ELL competency requirements take effect on January 1, 2011, do institutions need to ensure that those requirements are incorporated into current certificate programs?

See Program Review Process section.

12. When teacher candidates are mentored by cooperating teachers implementing instructional accommodations approved by a school's Special Education supervisor, does that field instruction satisfy a) the Adaptations and Accommodations hours requirement and b) the condition requiring "faculty who deliver the content to have thorough knowledge and expertise in Special Education?"

See Adaptations & Accommodations for Diverse Learners and ELL section.

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13. Within the Faculty Matrix, is special education considered to be a content area?

See Faculty Qualifications Matrix section.

14. Do candidates obtaining dual certification in Special Education and either PreK-4, 4-8, Secondary, or Reading Specialist need to complete two sets of field experiences and student teaching hours?

See Field Experiences and Student Teaching section.