

PACTE

JANUARY 2025 *Update*



The official newsletter for the Pennsylvania Association of Colleges and Teacher Educators.
Published 10 times per year. Contact: joel@pac-te.org

A New Semester Begins!

This *Update* shares important news: PDE Updates, Spring Conference Information, a last call for journal submissions, Advocacy Day at the State Capitol, and more.

Late Breaking News Alert....

PAC-TE's Book Club will host a virtual discussion on Tuesday, January 7, from 5:30 - 6:30 PM, on Diane Manser's book, **I Didn't Sign Up For This: One Classroom Teacher's Journey Through Emotional Fatigue to Personal Empowerment**. No prior reading is necessary to join! Diane's insights from her fall conference were valuable, especially regarding self-care for teachers. Interested participants can join the Zoom at this [link](#)

OTHER IMPORTANT DATES TO KNOW:

- March 26: PAC-TE Spring Conference (virtual) Register [Here](#).
- Advocacy Day at the State Capitol – April 8. Information coming soon.



Creating Synergy in Teacher Education by Leveraging Relationships

PAC-TE Spring Conference

March 26, 2025

Attend virtually from anywhere, through the Whova event app or with a web address you can paste in your browser.



Keynote Panel

A distinguished panel of leaders from statewide education associations, moderated by PAC-TE's President-elect Dr. James Preston, respond to questions targeting why we must build bridges with other educational associations.



PDE Updates

Hear the latest updates and ask your questions.



Breakout Sessions

Educate yourself and colleagues through focused explorations of topics related to the conference theme, such as "Fueling Pennsylvania's Future: Strategies to Help Address the Educator Shortage, Diversify the Pipeline, & Create New Pathways Forward"



Advocacy Workshop

Join in a large group session with ELPC's Dr. Mark DiRocco, as he shares tips and lessons learned through his 46-year career in education leadership.

How do we as teacher educators maximize our collective experience for leadership in the areas that matter to us? Let's attend this conference to find out how to grow our impact through relationships with others who are succeeding.

Hear from these Leaders of Statewide Education Groups

Sherri Smith, PASA

Chris Clayton, PSEA

Donna-Marie Cole Mallott, PEDC

Ann Marie Lucas, PA CASE

Mark your calendars for March 26.

Register at <https://www.pac-te.org/i4a/pages/index.cfm?pageID=3301>.

ACT 48 credit available!

"Advocacy can take many forms—whether it's engaging with local school boards, writing to legislators, joining professional organizations, or even having conversations with friends and family about the importance of education. When we raise our voices collectively, we amplify our impact." --Cheryl Torez, ATE President



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PDE NEWS to KNOW

The PK-12 Reading Specialist Guidelines have been revised and are available at [Reading Specialist Guidelines](#) under [Program Framework | Department of Education | Commonwealth of Pennsylvania](#).

Two grant opportunities for post-baccalaureate and apprenticeship programs were announced January 6:

1. Grant Opportunity for Special Education PK-12 Post-Baccalaureate Programs

The Pennsylvania Department of Education, Bureau of Special Education is pleased to announce grant funding to IHEs with PDE approved post-baccalaureate programs.

The grant will provide individuals who currently hold bachelor's degrees an accelerated program with the required college/university coursework, summer field experiences, mentoring, coaching and student teaching to obtain their PK-12 special education teaching certification within 18 months. The ultimate goal of this grant is to provide fiscal support to IHEs as they develop or enhance current programming that increases the number of PK-12 special education teacher certifications awarded annually in Pennsylvania.

IHEs will be expected to provide coursework and field experiences beginning in the summer of 2025. Accelerated Program participants must be able to obtain their PK-12 special education teacher certifications by December 2026.

All grant materials can be found on the [APR Repository](#).

Applications are due by 11:59 PM on Monday, January 13, 2025.

For questions regarding the 2025-2026 Accelerated Program for PK-12 Special Education Teacher Certification Grant contact Christine Moon, APR State Lead, at cmoon@pattanpgh.net.

**If the EPP/Alternative Provider is not changing courses/course delivery models of a currently approved PDE program and only adjusting when students complete the program between summer, fall, and spring semesters, then PETQ does not need to review/approve changes. If changes to the currently approved Special Education PK-12 Post-Baccalaureate*

Program are being made outside of this, please reach out to ra-edprepprograms@pa.gov to discuss whether a modification letter will be needed.

2. Grant Opportunity Supporting Certified Teacher Registered Apprenticeship Programs in Pennsylvania

The **Supporting Certified Teacher Registered Apprenticeship (CTRA) Programs in Pennsylvania** Notice of Grant Availability (NGA) has just been posted. This grant represents an opportunity to build and sustain teacher apprenticeship pathways.

Key Details:

- Grant Announcement: Now available on the [Grants | Department of Labor and Industry | Commonwealth of Pennsylvania](#) website.
- **Proposal Deadline: Friday, February 14, 2025, at 11:59 P.M. ET.**
- Contact for Questions: RA-LI-BWDA-GS@pa.gov.



Final Request for Manuscript Submissions for the Next Edition of *Pennsylvania Teacher Educator* -- submissions **due by February 20.**

Submission Guidelines

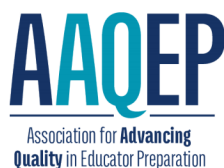
- Manuscripts should be no more than 12 pages of narrative (exclusive of references, tables, and appendices), using the latest APA style, and double-spaced with one-inch margins.
- Manuscripts should be submitted as an e-mail attachment, sent to PA Teacher Educator at pacte.journal@sru.edu.
- A cover page should include the title of the article, a brief (no more than 50-word) abstract, the name, position, place of employment, mailing address, phone number, e-mail address, and a 2-3 sentence description of background and experience of each author.
- The title of the article should also appear on page 1 of the manuscript, but do not include the name(s) of the author(s) on page 1.
- Pages should be numbered consecutively, including the bibliography, but the author's name should not appear on the manuscript itself.

- Charts or illustrative material will be accepted if space permits. Such materials must be camera-ready. Photographs will usually not be used, unless they are black and white and of high quality.
- Authors are expected to take full responsibility for the accuracy of the content in their articles, including references, quotations, tables, and figures. The editorial board reserves the right to edit articles accepted for publication.
- Authors of manuscripts accepted for publication are asked to sign a copyright release to PAC-TE. This allows PAC-TE to publish the information in the Pennsylvania Teacher Educator, to publish the information in future PAC-TE publications, and to grant permission to persons or organizations that formally request the right to reprint the material in whole or in part.
- Authors of manuscripts accepted for publication are also expected to make a presentation about their article at the PAC-TE Teacher Education Assembly in October.

There is no remuneration for articles accepted for publication, but a complimentary copy of the journal will be mailed to each author. There is no fee for the review of the manuscript.



Invitation: Webinar for Pennsylvania EPPs



AAQEP Introductory Webinar for Pennsylvania

January 15, 3:00 p.m. EST

How can accreditation foster collaboration and innovation as well as quality assurance and improvement? And what is the value of national accreditation for educator preparation programs?

Join the webinar to learn about the CHEA-recognized AAQEP approach in light of their new [cooperation agreement with the Pennsylvania Department of Education](#).

- Get an overview of the potential benefits of national accreditation and how the field designed AAQEP to realize that potential
- Learn about the standards, evidence, and processes that support programs' quality in their own context
- Discover how AAQEP is working with Pennsylvania and how you can benefit by joining colleagues in the conversation

SIGN ME UP

Why Choose AAQEP? The AAQEP system is grounded in challenging professional standards and enacted through a peer-review process that is formative, flexible, collegial, transparent, contextual, and supportive. Learn more about the AAQEP approach [here](#).

"This process was exactly what we were seeking in an accreditation review. The process was not simply compliance. [AAQEP] challenged us to ask meaningful questions about what we do well and where we can improve." – Accredited AAQEP member

