



Pennsylvania
Department of Education

Bureau of School Leadership and Teacher Quality (BSLTQ) Updates

2024 Pennsylvania Association of College and Teacher Educators
Teacher Education Assembly

Dr. Carissa Pokorny-Golden, Bureau Director

October 25, 2024



Agenda

1. Chapter 354 Regulation Update
2. New PDE 430 Pilot
3. Intern Certificates
4. CTE Education Program of Study 13.0101
5. Paraprofessional-to-Teacher Programs/Apprenticeship Programs
6. Accreditation Partnerships
7. Differences between the recent Federal Mandate on Occupational Licensure, the Interstate Compact, and the Interstate Mobility Compact.



Chapter 354 Regulation Update

- State law charges the PA Department of Education (PDE) with promulgating the Ch. 354 regulations related to the preparation of educators.
- The regulatory process is complex and includes multiple steps, beginning with Proposed Regulations and ending with Final-Form Regulations.
- PDE held focus groups to collect data and feedback to inform development of the **Proposed Regulations**.
 - When the **Proposed Regulation** is published in the *Pennsylvania Bulletin*, the public will have 30 days to submit comment. (Spring/Summer 2025)
 - PDE then will then use that feedback to develop the **Final-Form Regulations**.
 - New regulations will not become effective until **Final-Form Regulations** are approved by the Independent Regulatory Review Commission (IRRC) and published in the *Pennsylvania Bulletin*.
- PDE will continue to provide updates throughout this process.



Focus Group Composition & Demographics

- Two types of focus groups:
 - Educator Preparation Providers (EPPs)
 - Non-Educator Preparation Providers (Non-EPPs)
- Five groups in each for a total of 10 groups
 - Group #1 – Candidate Assessment (PDE 430-Skill Dimensions)
 - Group #2 – Requirements for Admittance to EPP (48-credit minimum and English and math requirements)
 - Group #3 – GPA Requirements (for admissions, candidacy, and certification)
 - Group #4 – Requirements for Student Teaching (12-week Student Teaching Requirement/Cooperating Teacher Requirements)
 - Group #5 – Considerations for Virtual Teaching and Supervision

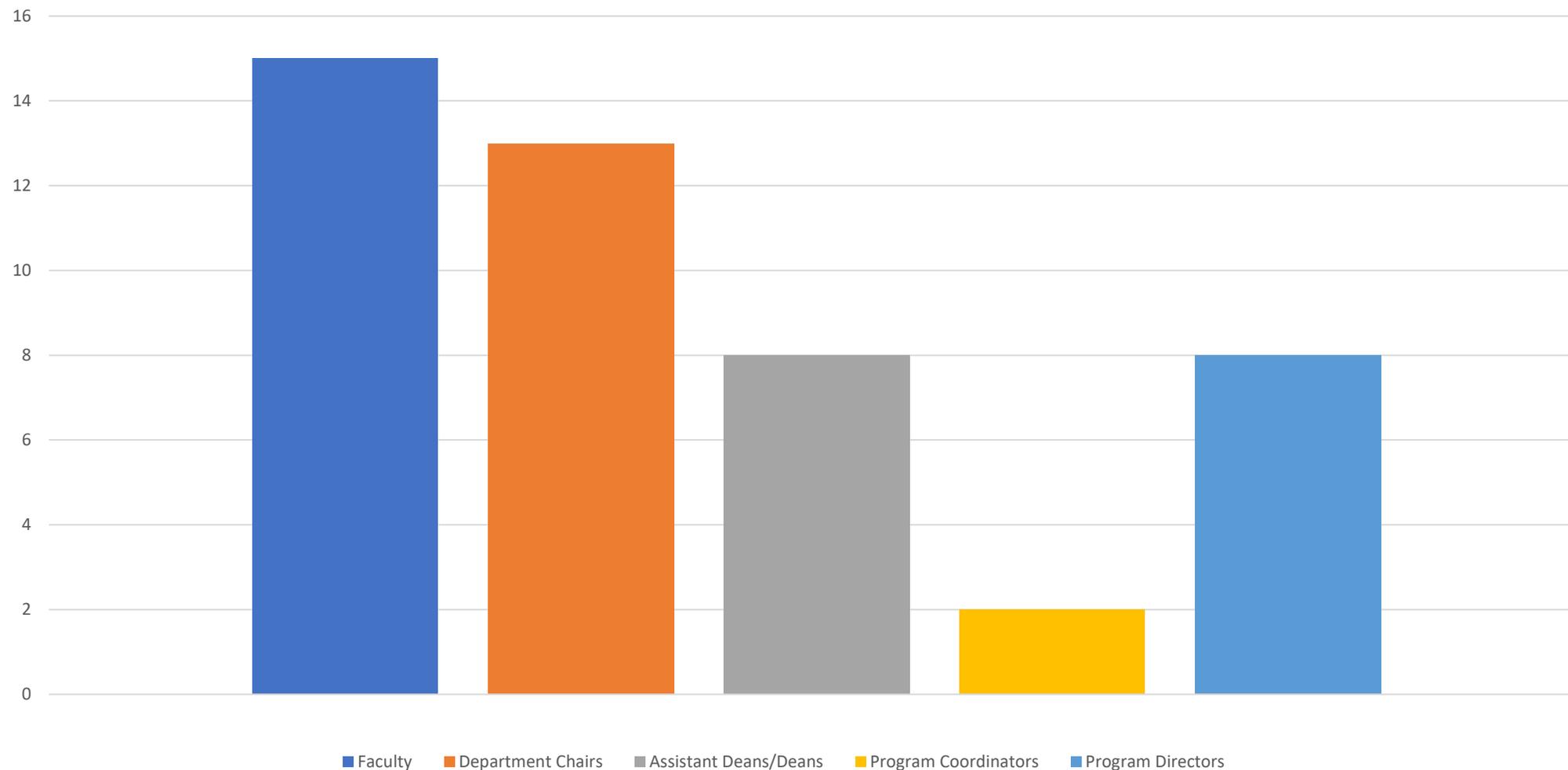


EPP Group Regions Demographics

	FG1	FG2	FG3	FG4	FG5	Total
Southwestern	1	2	0	1	0	4
Southeastern	4	1	2	3	2	12
Northwestern	2	2	1	2	0	7
Northeastern	3	4	3	2	1	13
South central	3	1	1	1	0	6
North central	1	0	0	1	1	3
Other	1	0	0	0	0	1
Total	15	10	7	10	4	46



EPP Focus Group Attendees by Role



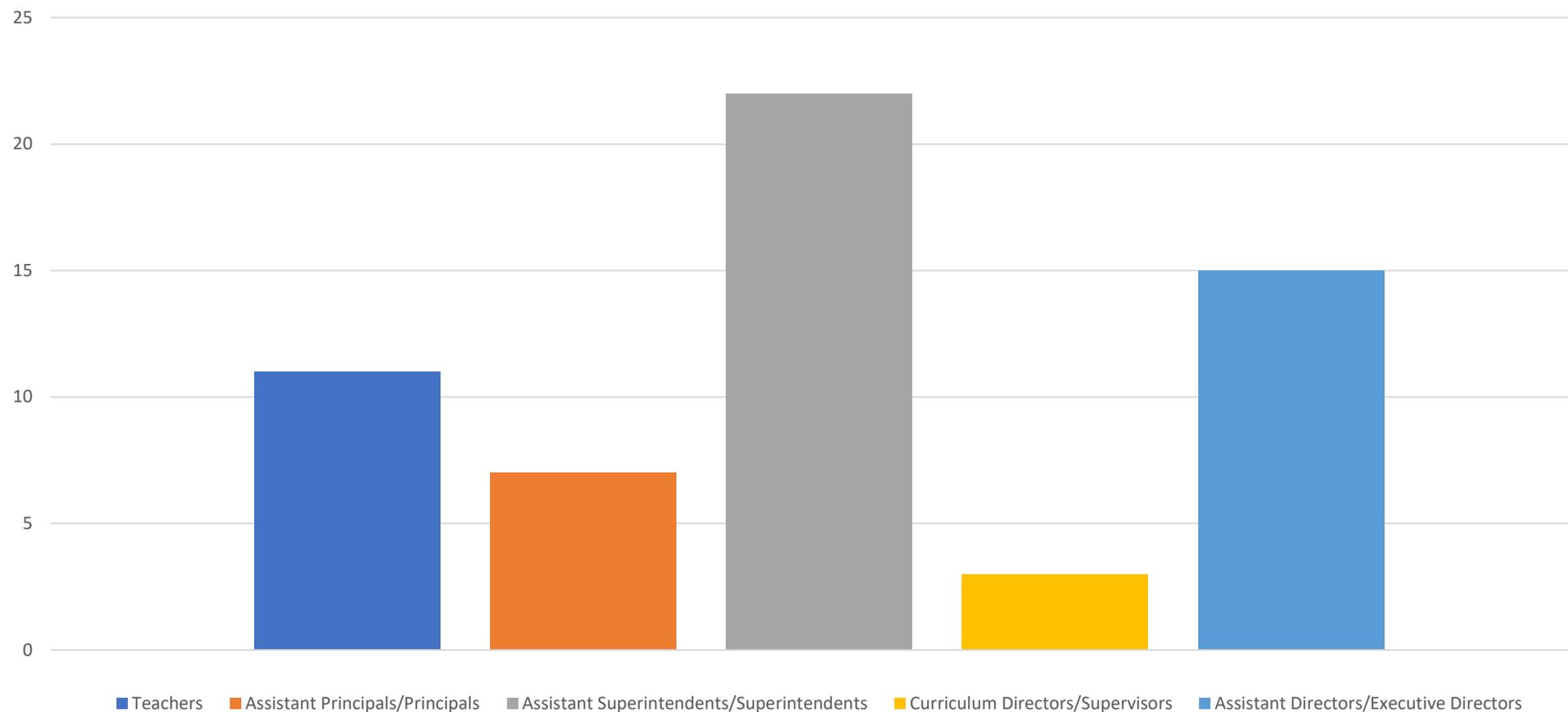


Non-EPP Group Regions Demographics

	FG1	FG2	FG3	FG4	FG5	Total
Southwestern	1	0	1	4	2	8
Southeastern	2	2	1	2	0	7
Northwestern	2	2	1	1	2	8
Northeastern	2	1	0	0	0	3
South central	2	4	5	6	6	23
North central	1	2	2	1	0	6
Other	2	1	0	0	0	3
Total	12	12	10	14	10	58



Non-EPP Focus Group Attendees by Role





Focus Group Key Findings

- **48-Credit Minimum:**

- EPPs: Strong support for reducing the minimum to 45 credits to facilitate earlier program applications. Several suggestions for alternate pathways to entrance.
- Non-EPPs: Mixed views; some support maintaining 48 credits, while others advocate for alternative pathways to admission.

- **GPA Threshold of 3.0:**

- EPPs: Split opinions; some support lowering to account for qualified candidates who face GPA challenges due to various factors, such as difficult coursework or changing majors, while others disagree with lowering due to concerns over teacher quality.
- Non-EPPs: Split opinions; some support lowering the threshold, citing the arbitrary nature of grading, while others worry about quality implications.



Focus Group Key Findings (cont.)

- **English and Math Requirements:**
 - EPPs: Advocates for greater flexibility in adapting English and math requirements to different certification areas, emphasizing that while college-level English is essential, the math skills required can vary significantly by subject (e.g., art, physical education, music).
 - Non-EPPs: Unanimously supports maintaining current English and math requirements, with suggestions to expand coursework to include Social Emotional Learning and Mental Health topics.
- **12-Week Student Teaching Requirement:**
 - EPP and Non-EPP groups unanimously support maintaining 12-week minimum.
 - Recommendations include allowing non-consecutive placements and stipends for student teachers.



Focus Group Key Findings (cont.)

- **Cooperating Teachers:**

- EPPs: Propose reducing qualifications to two years with satisfactory ratings and one year experience in school/district.
- Non-EPPs: Maintain and enhance current requirements, advocating for a master teacher designation for experienced mentors.

- **Cyber Teaching:**

- EPPs: Support for maintaining a 50/50 brick-and-mortar and cyber teaching balance. Suggestions for additional training in virtual pedagogy.
- Non-EPPs: Highlight inadequacies in preparing teachers for in-person instruction through partial online placements. Suggestions for additional training in virtual pedagogy.



New PDE 430 Pilot

- A pilot of the new PDE 430 will be launched this spring 2025 at 10 EPPs (private and public institutions) across the state.
- PDE will collect and use feedback from these EPPs to improve the form.
- Input will be presented to the State Board of Education after the spring pilot ends.
- Goal is to have a new form approved for use in fall 2025.



Intern Certificates

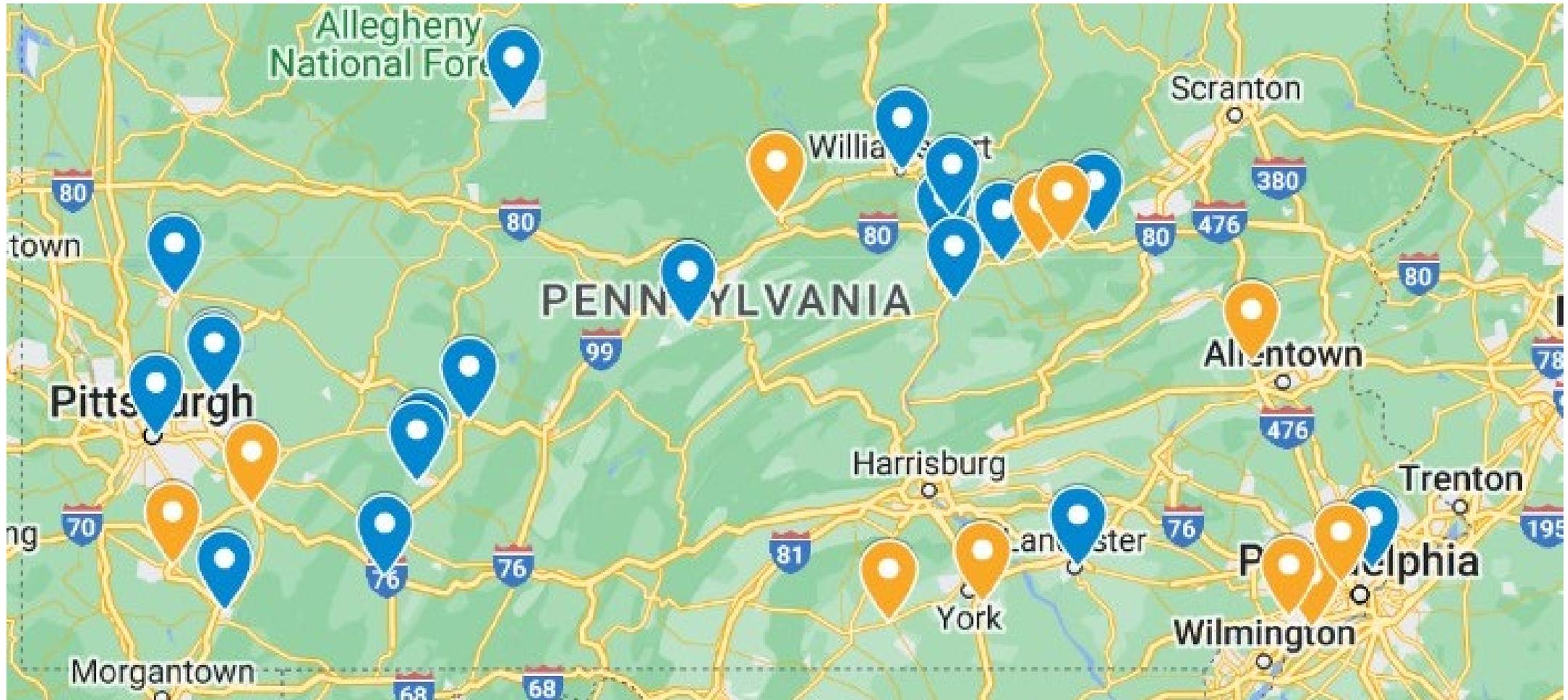
- Last year we discussed the benefits of intern certificates and why they are preferable over emergency certificates.
- The number of Type 1 and Type 4 emergency certificates continued to rise in 2022-2023 (1,721 more than 2021-2022).
- However, the number of intern certificates and intern programs is also increasing.
 - Intern Programs:
 - 3/21/2024 = 414
 - 10/17/2024 = 459
 - Intern Certificates:
 - 2021-2022: 139
 - 2022-2023: 162
 - 2023-2024: 183
 - 2024-2025 (Sept 1 – Oct 17): 49 (could hit 300 if trend continues)



Secondary Program of Study in Education

- State law enacted in 2022 charged PDE with developing a career and technical education (CTE) Program of Study in Education to engage and prepare secondary students interested in education careers.
- PDE worked with secondary and postsecondary educators to develop a competency task list for the program and are now developing the end-of-program assessment, a requirement for all CTE Programs of Study.
- School districts, charter schools, and career and technology centers (CTCs) first begin offering the program in the 2023-24 SY.
- A PDE-approved Program of Study in Education is eligible to receive federal Perkins funding.
- As of the 2024-25 school year, PDE has approved 23 Programs of Study statewide.

CTE Programs of Study in Education



Programs in orange were approved for 2023-24; programs in blue were approved for 2024-25



Apprenticeship/ Paraprofessional Programs

- Apprenticeship framework development is currently in progress at Central Susquehanna Intermediate Unit in concert with Commonwealth University. This work was funded by a grant from Labor and Industry.
- PDE has one approved paraprofessional program dedicated exclusively to paraprofessionals at Point Park University.
- Many EPPs are looking into relationships with their local intermediate units to create paraprofessional programs.
- Please reach out to PETQ if you are interested in creating a program.



Accreditation Partnerships

- In March 2024, PDE partnered with the Council for the Accreditation of Educator Preparation (CAEP).
 - This partnership allows BSLTQ/PETQ to observe and participate in accreditation visits of PA-approved EPPs.
 - If you would like us to participate or assist in an accreditation visit, please be sure to reach out to Dr. Katina Moten, our PETQ Chief.
- In May 2024, PDE staff attended the first Association for Advancing Quality in Education Preparation (AAQEP) accreditation site visit at Penn State-Harrisburg.
 - PDE is currently working on a partnership with AAQEP and hopes to be able to observe and participate in future accreditation visits of PA-approved EPPs.



Federal Mandate on Licensure

- On July 1, 2024, a **USDOE federal mandate** established new rules related to occupational licensure notification.
- Points of clarification:
 - EPPs can meet the mandate requirements by becoming a member of NASDTEC.
 - *KnowledgeBase* includes a breakdown of types of certification each state offers thereby making it easier for EPPs to make decisions as to whether graduates of approved programs meet the licensure requirements of other states.
 - The NASDTEC Interstate Compact provides basic questions about certification in PA and other states. It does not provide in-depth information about individual licensure in each state.
 - PA is not a voting member of the Interstate Mobility Compact.



Contact/Mission

For more information, please contact the following:

- **Email:**
 - ra-edcertquestions@pa.gov – questions about applications, how to become certified
 - ra-edcertstaff@pa.gov – questions about staffing issues, certificate validity
 - ra-edprepprograms@pa.gov – questions about educator preparation programs
- See [Contact the Bureau of SLTQ](#) on the website

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.