

RECOMMENDED REVISIONS

The following summary document was developed for the members of the *Teacher and School Leader Effectiveness Committee* for the purposes of facilitating the consideration of Chapter 49 recommendations put forth by the Secretary of Education at the Pennsylvania Department of Education's (PDE) on November 14, 2018. The recommendations are categorized into several categories, six of which correspond to the recommendations outlined by the Learning Policy Institute (LPI) in a report commissioned by PDE in 2018. An additional seventh category was included by PDE to account for the recommendations related to aligning regulatory language with statute, clarifying ambiguous language, and general updates for relevancy. The following is a comprehensive list of the categories that were used:

- A. Refine Preparation Program Standards**
- B. Address Teacher Shortages**
- C. Revise Assessment Requirements for Licensure**
- D. Improve and Extend Clinical Training Experiences**
- E. Use Data to Guide Improvement**
- F. Support Beginning Teacher Induction**
- G. Align Regulations to Statute, Clarify Ambiguous Language, and Update for Relevancy**

A. Refine Preparation Program Standards

1. 49.14. Approval of institutions (4) (vii): Revised to better clarify the institution approval process. (p. 12)
 - Provides PDE with the added leverage to hold institutions accountable for improvement.
2. 49.14. Approval of institutions (4) (x): Revised for clarification. (p. 12)
 - Specified consultation between the Secretary and the Board in setting achievement targets.
3. 49.15. Experimental programs: Added cross-reference for clarification. (p. 13)
 - Cross-referenced within Chapter 49 to highlight needs for experimental programs to meet requirements.
4. 49.65. Out-of-State and Nationally-certified applicants (a) (4) (e): Revised to add specialist and administrative certificates, clarify experience requirements, and also to determine period of test validity which is proposed to be 10 years. (p. 30)
 - The certificates were added for clarification of types.
 - Experience requirements added to ensure candidates have had appropriate experience in conjunction with PA regulations.

B. Address Teacher Shortages

5. 49.82. Instructional I (a): Revised to add language consistent with Chapter 405.2 regarding eligible providers. (p. 35)
 - Needed due to references within chapter 405.2.
 - Acknowledges additional providers for qualified service leading to conversion of Level I certificate to Level II.
6. 49.84. Collegiate credit acceptable for conversion of the Instructional I Certificate (a): Added "approved associate degree-granting institution." (p. 37)

- Current regulations bar credits from community college from being accepted towards credits required to convert a certificate from Level I to Level II.
7. 49.84. Collegiate credit acceptable for conversion of the Instructional I Certificate (c). (p. 37)
 - Language was updated to permit the current practice of allowing graduate credits earned before certification to count towards conversion from Level I to Level II.
 8. 49.85. Limitations (g): Date will need to be revised. (p. 39)
 - Updates the language that permits the Secretary to grant exceptions in response to shortages of certified personnel.
 - Date of applicability aligns with 2018 Act 82.

C. Revise Assessment Requirements for Licensure

9. 49.18. Assessment (4) (d): Changed 3 years to 5 years considering 3 years is too quick of a turnaround. (p. 17)
 - The feasibility of a 3-year review is questionable given the changing capacity of PDE relative to 10 years ago.
 - We are no longer equipped with the same capacity we had over ten years ago.
10. 49.18. Assessment (4) (e): Revised to clarify “subject areas” and deleted everything except special education. (p. 18)
 - Concerns over “add-ons” by testing alone across grade spans and in special education.
 - Concerns over future administrations including special education.
11. 49.111. Supervisory Certificate (added b and c and moved original b to d): Add-on by testing or 12 credits hours. (p. 47)
 - Permit those certified in one area of supervision to add on another area by demonstrating expertise in the content of that area.
 - Excluded the addition of Supervisor of Special Education via this pathway.
12. 49.142. Career and Technical Instructional I (a) (4): Policy could permit the creation of a separate set of Basic Skills Tests for Voc Ed I under 49.18 (a) (1) (“The assessment program will be based in the standards developed for each certificate”). A recommended change to the conversion from Voc I to Voc II, below, will mean that all three Basic Skills areas (Reading, Writing, Math) will have to be passed in order to qualify for Voc I. Currently, by policy, the math test is used for the Level 1 to Level 2 conversion (test of “general knowledge”). (p. 54)
 - Candidates need a test that relates to their training and certification areas.
 - The current Basic Skills assessments in mathematics may not be aligned with the needs of the programs and the areas of certification.

D. Improve and Extend Clinical Training Experiences

13. 49.14. Approval of institutions (4) (iv): Added language to allow the secretary and the state board to determine expectations around clinical experiences. (p. 11)
 - Aligned with PDE’s vision and guiding framework.
 - LPI strongly supported improved clinical experiences.
14. 49.14. Approval of institutions (4) (viii): Revised to give the secretary in consultation with the board more discretion over clinical residency experiences. (p. 12)
 - Aligned with PDE’s vision and guiding framework.

E. Use Data to Guide Improvement

15. 49.14. Approval of institutions (4) (v): Revised to include reporting on diversity. (p. 11)
 - Aligned with PDE’s vision and guiding framework.
16. 49.14. Approval of institutions (6): Added to ensure data collection that shows performance of candidates in approval programs. (pp. 12-13)
 - Data collection was supported by LPI and internally.
 - Added line (xii) that gives Secretary in consultation with the Board the ability to waive measures.

F. Support Beginning Teacher Induction

17. 49.14. Approval of institutions (4) (ix): Revised to clarify connection of IHE to LEA induction plan. (p. 12)
 - Supported by stakeholders and internally.
18. 49.16. Approval of induction plans (c): Added competencies to be included in induction plans. (p. 14)
 - Competencies are supported by stakeholders and internally. These competencies are intended to align with the competencies recommended to be added into the preparation program curricula.

G. Align Regulations to Statute, Clarify Ambiguous Language, and Update for Relevancy

19. Subchapter C.: Change “Vocational” to “Career and Technical” Education **globally**. (p. 1)
 - “Career and Technical” has replaced “Vocational” as the current language.
20. 49.1. Definitions: Add *Alternative program provider*. (p. 3)
 - Needed due to references within the code: the term is added where providers are referenced.
 - Additionally, this change serves to acknowledge the current landscape that is inclusive of approved alternative providers (such as the Intermediate Units).
21. 49.1. Definitions: Add *Approved educator certification program*. (p. 3)
 - Needed due to references within the code.
 - Additionally, this change serves to acknowledge the current landscape that is inclusive of all certification programs.
22. 49.1. Definitions: Add *Baccalaureate degree*. (p. 4)
 - Needed due to recommended changes within the code so that those who hold degrees higher than a baccalaureate, but no baccalaureate, will be eligible to obtain initial certification.
 - Additionally, this change serves to acknowledge the current specific references in statute requiring a bachelor’s degree in 24 P.S. §§ 12-1206, 12-1207.1(d).
23. 49.1. Definitions: Edit *Professional certified personnel* and move entry to *Certified personnel*. (p. 4)
 - Clarify professional as certified and add reciprocity (inter-state agreement) details.
24. 49.1. Definitions: Add *Completer*. (p. 4)
 - Needed to differentiate between a candidate who has met all requirements in a certification program and such a candidate who has received a certificate.
 - Tied to data collection: some completers do not become certified and it is useful to collect data on both populations.

25. 49.1. Definitions: Add *Historically underrepresented groups*. (p. 5)
 - Need to define term used in regulations surrounding data collection.
26. 49.1 Definitions: Add *Non-cognitive skills*. (p. 5)
 - Needed to clarify the definition of skills that will be addressed within educator preparation programs.
27. 49.1. Definitions: Add *Subject Area*. (p. 6)
 - To distinguish content instruction from grade spans.
28. 49.12. Eligibility (2) Physicians' certificate: Delete. (p. 8)
 - This is no longer required in statute.
29. 49.12. Eligibility (4): Edited for clarification. (p. 8)
 - "Baccalaureate degree" has now been defined in the glossary to permit those with a graduate degree but no baccalaureate degree to be eligible for certification.
30. 49.13. Policies (b) (1) *and following*: Changed "teacher education" to "educator preparation." (p. 9)
 - Acknowledges additional types of certification preparation programs.
 - This change was made throughout where possible and appropriate.
31. 49.13. Policies: Added language throughout to add *alternative program providers*. (p. 10)
 - Needed due to references within the code.
32. 49.13. Policies: Added (f) to address candidate from stale programs. (p. 10)
 - Recommended to address gap in regulations.
33. 49.14. Approval of institutions and alternative program providers (4) (i): Added cognitive and non-cognitive competencies. (p. 11)
 - Competencies were supported by stakeholders and internally.
 - LPI strongly recommended competencies.
 - Aligned with PDE's vision and guiding framework.
 - Non-cognitive competencies are further defined in the Definitions.
34. 49.14. Approval of institutions (7): Added to confirm the need to comply with federal requirements. (p. 13)
 - Compliance with federal requirements
35. 49.17. Continuing professional education (8) (b and c): Edited to comply with PIL requirements. (p. 16)
 - Aligns with Act 45 requirements.
36. 49.18. Assessment (4) (c): Edited for clarification and cross-referenced (p. 17)
 - Aligns with 2014 Act 168.
37. 49.31. Criteria for eligibility (Emergency/Long-Term and Day-to-day Sub permits): Added language for approved private schools or eligible provider and cross-referenced to comply with a change in statute. (p. 19)
 - This language is out-of-date and has been aligned with newer statute.
38. 49.65. Out-of-State and Nationally-certified applicants (a) (2): Revised for clarity. (p. 29)
 - Changed "teacher education program" to "preparation program" because some programs prepare educators who are not instructors.
39. 49.65. Out-of-State and Nationally-certified applicants (a) (3): Revised for clarity/accuracy. (p. 29)
 - Made clear that this is a reference to subjects on out-of-state certificates, rather than to subjects that the candidate wishes to teach.
40. 49.65. Out-of-State and Nationally-certified applicants (a) (4) (d): Revised to clarify and for accuracy: "certification" and not "subject" area. (p. 29)

- Made clear that this is a reference to subjects on out-of-state certificates, rather than to subjects that the candidate wishes to teach.
41. 49.82. Instructional I (b) (4): Revised for clarification. (p. 36)
 - Alternative provider” is added to align with code.
 42. 49.85. Limitations (c): Special Education grade span change. (p. 39)
 - Language addressing validity of prior certificates has been added.
 - Changes instituted by 2018 Act 82 include (1) moving to a Special Ed PK-12 grade span and (2) decoupling Special Education from required additional Instructional certificates.
 43. 49.85. Limitations (e): Retained even with Special Education grade span change. (p. 39)
 - No new language re: granting exceptions is necessary because Special Education now encompasses PK-12.
 44. 49.85. Limitations (f) (2): Revised for clarity. (p. 39)
 - Changed “new” to “first-time” contracts to refer to contracts initiated under the current Chapter 49.
 45. 49.90. Criteria for eligibility (Temporary Teaching Certificates) (a) (1): Delete since no longer used due to changes in statutory language. (p. 41)
 - Not necessary, due to statute that is more recent than this Chapter 49 requirement.
 46. 49.91. Criteria for eligibility (Intern Certificates) (c): Revised for clarity – “certification” and not “subject” area. (p. 41)
 - Making language consistent throughout the Chapter.
 47. 49.91. Criteria for eligibility (Intern Certificates) (d): Revised for clarity. (Legal). (p. 42)
 - “Calendar years” changed to “years of service” per Legal and in alignment with practice.
 48. 49.92. Term of validity (intern certificates): Revised for clarity (added “service”). (p. 42)
 - “Calendar years” changed to “years of service” per Legal and in alignment with practice.
 49. 49.104. College credit acceptable for conversion of Educational Specialist I Certificate (c): Revised (p. 45)
 - BSLTQ certification division suggests that the language be updated to continue to permit the current practice of allowing graduate credits earned before certification to count towards conversion from Level I to Level II. Many Ed Specialist fields are post-Master’s programs.
 50. 49.121. Administrative Certificate (a): (p. 49)
 - Aligns with statute (Act 45).
 51. 49.142. Career and Technical Instructional I (a) (1): Revised to be consistent with Act 39 of 2018. (p. 53)
 - Aligns with 2018 Act 39.
 52. 49.142. Career and Technical Instructional I (b): Revised to reflect changes in statute and to clarify requirements. (p. 54)
 - Aligns with Act 39 of 2018.
 53. 49.143. Career and Technical Instructional II (2): Revised for clarity and to reflect changes in statute. (p. 55)
 - Aligns with Act 39 of 2018.
 54. 49.143. Career and Technical Instructional II (3): Revised (p. 55)
 - Brings conversion from Vocation I to Vocational II into alignment with conversion from Instructional I to Instructional II under 49.18 (a).
 55. 49.151. Eligibility and criteria (Career and Technical Intern Certificate) (b): Revised to reflect changes in statute (p. 56)
 - Aligns with Act 39 of 2018.

56. 49.151. Eligibility and criteria (Career and Technical Intern Certificate) (c): Added for clarification. (p. 57)
- Separated out this component in order to clarify that continuing enrollment is a condition for maintaining the validity of the Vocational Intern certificate from one year to the next. This aligns with the language used with the Instructional Intern certificate in Chapter 49.
57. 49.153. Career and Technical Day-to-Day Substitute Permit (b): Cross-reference to 49.32 (relating to Exceptional Case Permits) deleted. (p. 57)
- The rationale for this deletion has not been provided.
58. 49.163. Career and Technical Administrative Director (1): Revised to reflect changes in statute. (p. 60)
- Experience requirements decreased from 5 to 3 years to align with statute. “Relevant professional experience in a Career and Technical Education School” recommended as a replacement for “successful teaching in vocational education.”
59. 49.163. Career and Technical Administrative Director (2): Revised for cross-reference and to add “approved alternative program” in accordance with statute. (p. 60)
- Aligns with statute.
60. 49.172. Letter of eligibility (a) (3): Revised to clarify experience requirements for in-state and out-of-state applicants. (p. 61)
- Change in required years of experience aligns with 2012 statute; change in other language permits those with experience in higher education experience to qualify, by regulation, where this is permitted now only by policy.
61. 49.191. Letters of Equivalency (1): Revised to clarify credit requirements. (p. 64)
- Removed requirement that the 18 required baccalaureate-level credits be earned “in the final 30” of the 90 credits required to qualify for a Letter of Equivalency for a Baccalaureate Degree. No clear rationale was evident for its continued inclusion.
62. 49.191. Letters of Equivalency (2): Revised to clarify “certification area” as opposed to “teaching assignment.” (p. 64)
- Recommend the change so that the college-level credits earned in pursuit of a Letter of Equivalency for a master’s degree be in the candidate’s “certification area(s)” rather than in the “primary teaching assignment;” this improves the alignment of the credits with the candidate’s formal education and area(s) of expertise, if these are different from the “primary teaching assignment.” In addition, PDE application examiners have ready access to the candidate’s “certification area(s)” but not the “primary teaching assignment.”