The Framework for a Teacher Intern Certification Program: Specific Program Guidelines

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov

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Tom Wolf, Governor

Department of Education
Pedro A. Rivera, Secretary

Office of Postsecondary and Higher Education
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Pennsylvania Department of Education
Bureau of School Leadership and Teacher Quality
333 Market Street, 12th Floor, Harrisburg, PA 17126-0333
Voice: (717) 728-3224, Fax: (717) 783-6736
www.education.pa.gov

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Why Quality Teacher Preparation Programs are Important

The fundamental purpose of a teacher preparation program approved by the Pennsylvania Department of Education (PDE) is to admit, prepare, and support candidates for the teaching profession who, upon graduation, have the knowledge, understanding, and skills to enable Pre-K-12 students in Pennsylvania to achieve academic success. Pennsylvania's preparation of new teachers is one component of a standards-based instructional system.

The six components of the Standards Aligned System do not stand in isolation as supports for Pre-K-12 student achievement in the commonwealth of Pennsylvania. Design and delivery of high quality teacher preparation programs are functions of an aligned instructional system. High quality teacher preparation programs are an essential part of Pennsylvania's efforts to build capacity for an aligned Pre-K-16 system.

Philosophy for Preparing Highly Effective Pennsylvania Teachers

Six linked circles in the standards-based system define core elements of Pennsylvania's emerging instructional system: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Together, these system components are intended to produce strong results for students. For this to happen, the work encompassed in each circle must build capacity for the activities captured by the other five circles.

In the case of teacher preparation programs and their contribution to (1) instruction, all programs are expected to align their course content with (2) state standards. All teacher preparation programs are expected to provide all candidates with the knowledge and skills to teach a (3) standards-based curriculum effectively and successfully. Through university coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use (4) materials and resources for instruction (including technology) to meet the individual needs of each student in their classroom. Each teacher preparation program is expected to give considerable attention to helping all candidates acquire and use (5) assessment skills, enabling them to understand and respond to pupil results on standardized tests (PSSA and others), local school or district assessments, and individualized assessments of the achievements and challenges of each pupil. Taken together, this set of knowledge, understanding, and teaching skills enable every candidate for the teaching profession in the Commonwealth to implement (6) appropriate interventions in the classroom to improve student learning. Teacher preparation programs and the new teachers who complete them will be judged according to their success in achieving the six key goals described above.

Since program and candidate success does not happen by accident, program design, the components of that design, and the ongoing assessment of their effectiveness must all point in the same direction. The needs and interests of Pre-K-12 students and their schools are at the center of the program. This means that Pre-K-12 teachers and administrators must be involved in program assessment activities, decisions about selection and use of clinical sites, and asked regularly for their feedback on candidate and program performance. Program outcomes must include strong subject matter content preparation, more extensive clinical experiences for students, and the use of technology in curriculum and instruction.

Since teaching is a clinical profession, candidates for the profession should spend extensive time in school settings, beginning early in their teacher preparation program sequence, guided by university faculty and appropriately prepared Pre K-12 mentor teachers. Teacher preparation programs must be able to demonstrate how they use evidence regarding their program's graduates and evidence about the-Pre-K-12 students their graduates have taught to make continuous program improvements.

Introduction to Teacher Intern Certification Program Guidelines

Pennsylvania's teacher intern certification is a professional certificate that entitles the holder to fill a full-time professional teaching position (22 Pa.Code § 49.1). The teacher intern certification program is an alternate route to certification, yet it is provided by an approved Pennsylvania program provider. The purpose of this certification program is to aid candidates holding a Bachelor's degree from a four year degree in meeting Pennsylvania instructional certification requirements. Teacher intern certification programs must provide flexible and accelerated pedagogical training to teacher interns who have demonstrated competency in a subject area, provided that the first year of teaching includes a minimum of one classroom observation each month by an approved college/university in this Commonwealth (22 Pa. Code 49.91(c)). The successful completion of the subject matter test is what permits a teacher intern candidate to be highly qualified.

The subject-specific content requirements for teacher intern programs continue to follow the *[Chapter 354 General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs](#)* for early childhood/elementary, middle, secondary, and K-12 certificates.

This document describes the professional knowledge, skills, and competencies that teacher intern candidates will learn by completing a prescribed sequence of courses (including field placements as needed). In addition to specific requirements and competencies, these guidelines discuss: the teacher intern certification program design; professional core rationale; candidate competencies; Pennsylvania Academic Standards and assessments in a standards aligned system; faculty; field experiences and the internship placement; new teacher support; and an appendix containing the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English language learners.

The Vocational Intern Guidelines are not addressed by this document.

Program Design

The Teacher Intern Certification Program includes a supervised classroom teaching experience under the supervision of program personnel and mentors/cooperating teachers who are well trained and demonstrate competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Teacher Intern Certification Program are assessed in coursework, field experiences, internship or student teaching, and require the candidates to demonstrate their knowledge and competence in fostering student learning.

The Professional Core courses, competencies, and experiences for the Teacher intern Certification Program are expected to address the broad set of issues, knowledge, and competencies that are relevant to the certificate grade band of the intern certificate. The Teacher Intern Certification Program must prepare teachers who will be able to ensure students master all academic standards.

The philosophy and standards must permeate the candidates' course experiences, as well as their field experiences and the supervised classroom teaching experience. The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design, and must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies. All courses should be grounded in child and adolescent development with the goal of enabling candidates to gain the knowledge and experience needed to work successfully with family members and the broader community.

Professional Core

Each program design contains a component known as the Intern Program Professional Core, which differs from the professional core requirements of other teacher certification programs. The Intern Program Professional Core is comprised of two parts. The first part addresses the professional knowledge required in the specific instructional area, e.g., math or social studies. The second part consists of professional competencies that are common to all teacher intern certification programs. The Intern Program Professional Core consists of competencies (which may include experiences with children/students) which are met before the candidate enters into the supervised classroom teaching experience.

The supervised classroom teaching experience is a requirement of the Teacher Intern Certification Program. The duration of the teacher internship placement in a school district may extend up to three calendar years (22 Pa.Code § 49.91(d)). The preparation program provider must make monthly observations within the first year of the internship placement (22 Pa.Code § 49.91 (c)). These observations must be documented.

Programs have flexibility in how they address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting (nine credits or 270 hours, or equivalent combination embedded in coursework, activities, or projects), and meeting the needs of English language learners (three credits or 90 hours, or equivalent combination embedded in coursework, activities, or projects).

The Teacher Intern Professional Core must include:
  I.   **Professional Certificate Core** (see specific grade band [Certificate Guidelines)](#).
  II. **Intern Core**
  III. **Adaptations and Accommodations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners** 49.13(4)(i)

Program Delivery

The Teacher Intern Certification Program must satisfy regulatory based entrance requirements and include a supervised classroom teaching experience (the internship placement) in order for its candidates to be recommended for an Instructional I certificate and maintain their certification.

- The Teacher Intern Certification applicant must be a graduate of an accredited four-year college or university (24 P.S.§ 12-1207.1(c)(2) and (22 Pa.Code §49.91(d)).
- The applicant shall successfully pass the subject matter content test in the instructional area for which they are seeking certification.
- Once the certificate is issued to the candidate, the candidate is required to be continually enrolled in a state approved Teacher Intern Certification Program (24 P.S.§ 12-1207.1 (c) (2) and (22 Pa.Code §49.91(d)).
- The intern certificate cannot be renewed (24 P.S.§ 12-1207.1 (c) (2) and (22 Pa.Code §49.91(d)).

Teacher Intern Certification Programs are expected to be comprehensive and delivered through a combination of university classroom, school, and other appropriate settings. While some on-line courses may be a component of the program, programs are expected to include face-to-face components. Field experiences and the supervised classroom teaching experiences must be face-to-face.

Professional Core Rationale

Title 22 of the Pennsylvania Code, §354.25(a), as well as §354.32 (a)(1) and §354.33(1)(i)(A)-(H), enumerate aspects of the knowledge and skills that candidates for teaching in the Commonwealth are expected to learn and demonstrate. While this set of knowledge and skills is developed in university academic classroom settings and clinical practice, the program curriculum should reflect this centrality to the process of educator preparation. The candidate competencies detail specific assessable skills, concepts, and foundational understandings of the three areas overviewed below. This overview is meant to provide a context for the candidate competencies.

I. Professional Certificate Core

PDE has subject-specific and professional core-specific guidelines for all certification program areas, developed by the Bureau of School Leadership and Teacher Quality and approved by the Secretary of Education. Teacher Intern Certification Programs are expected to follow the guidelines to ensure that the required subject-area content is completed prior to the completion of the program.

II. Intern Program Professional Core Competencies

The Teacher Intern Certification Program is designed with accelerated pedagogical training to meet the needs of persons who graduated from a four-year, traditional undergraduate degree granting institution wishing to enter the teaching field. The program focuses on professional and pedagogical areas to supplement the candidate's content area in which they received their degree. The competencies apply to all intern candidates in order to ensure the pedagogical and professional skills needed in the supervised classroom teaching experience.

III. Accommodations and Adaptations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners

Program candidates will need to learn methods to deliver instruction to students with diverse needs. The Pennsylvania State Board of Education defines a diverse learner as a student who, because of limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help the student learn (22 Pa. Code §49.13) (see Appendix A). Disabilities in a regular education classroom range from mild to severe and may include learning disabilities, physical, social, or emotional challenges. Students for whom English is not their first language may need accommodations to participate in general education classrooms. All teacher certification programs must include minimum credits (or hours) addressing these specific populations. Refer to the Accommodations and Adaptations and ELL Program Framework Guidelines for the candidate competencies that must be addressed in the credits or hours that institutions of higher education will use to implement 22 Pa. Code §49.13(4)(i).

Candidate Competencies

This section outlines the general competencies required for certification by Chapter 354:

"The preparing institution shall ensure that candidates complete a well-planned sequence of professional educator courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry and application of technology related to each academic discipline the candidates plan to teach or in the academic disciplines related to the non-instructional certificate categories in which they plan to serve." (22 Pa. Code §354.25(a)(3)). The candidate demonstrates proficiency in the subject matter through the Department of Education's assessments.

Aligned resources and tools to support the acquisition of these competencies can be found on the [Standards Aligned System (SAS) portal](). The program must ensure the candidate demonstrates skills required by the professional core for the certificate they are seeking. The [core competencies]() can be accessed on PDE's website.

Alignment with Pennsylvania's Academic Standards and Assessment Anchor Content Standards

Pre-K-12 teachers must have a deep understanding and mastery of the Academic Standards and the Assessment Anchor Content Standards for those grade levels, including Alternate Academic Content Standards (see below). The Pennsylvania School Code (section 49.14 (4) (iii)) identifies how the academic standards are included in certification programs:

"Institutions are able to demonstrate that educator candidates have participated in instructional activities that enable the candidates to provide instruction to students to meet the provision of Chapter 4 (relating to academic standards and assessment)."

Furthermore, preparation programs must be designed to enable candidates to integrate general, core, and professional coursework so the candidate can teach and assist public school students in achieving the academic standards under Chapter 4 (22 Pa. Code §354.25(b)).

Pennsylvania Academic Standards (22 Pa. Code § 4.12)

(1) Science & Technology*[a]
(2) Environment & Ecology*[a]
(3) Social Studies
      (i)History
      (ii)Geography
      (iii)Civics & Government
      (iv) Economics
(4) Arts & Humanities
(5) Career Education & Work
(6) Health, Safety & Physical Education
(7) Family & Consumer Science
(8) Reading
      (i) Reading*[a]
      (ii) Writing
      (iii) Speaking & Listening
(9) Mathematics*[a]
*Grade *level* Assessment Anchor Content Standards exist for these standards.
[a]Grade *span* Alternate Academic Content Standards exist for these standards.

The preparation program should enable candidates to identify the difference between the academic standards and the Assessment Anchor Content Standards. Candidates must also be able to demonstrate their awareness of standards for the earlier and later grades to ensure that

there is a continuum of Pre-K-12 student academic growth. Knowing the continuum of grade level standards is especially important for the teacher intern, where Assessment Anchor Content Standards exist at all grade levels within the certificate. This knowledge will enable the candidate to address the needs of students who have not met the standards, including students with disabilities or English language learners in inclusive settings.

Candidates must demonstrate mastery beyond superficial levels in order to be able to prepare students to be successful on state and local assessments. This mastery will allow the candidate to guide and assist the public school student in achieving proficiency on all state assessments.

The preparation program requirements must function together so that candidates: understand and make effective use of the academic standards; have the skills to develop and implement appropriate interventions to improve student learning; have the content and pedagogical knowledge to teach the curriculum effectively; understand and make regular use of standardized and curriculum-based assessment data; and use the instructional materials and resources necessary to support standards-based instructional practices.

Preparing institutions must provide evidence that there is an alignment of the candidates' course work, clinical experiences, and assessments with the standards adopted by the Commonwealth. Collaboration among "professional educator faculty, and faculty from liberal arts and other academic disciplines in program planning and evaluation of all facets of the curriculum" is essential to facilitating deep understanding of the standards by candidates (as regulated by 22 Pa. Code §354.26(a)(1)). Teacher intern certification candidates must have a working knowledge of state mandated exams and possess instructional strategies to prepare their students for these end-of-course exams.

Electronic Access to Standards
The Pennsylvania Academic Standards, the Assessment Anchor Content Standards, the Alternate Academic Content Standards, the Early Learning Standards, and the Language Proficiency Standards for English Language Learners may be accessed on the State Board of Education Academic Standards website.

PDE's SAS portal is a tool for educators' use and is aligned to the proposed and voluntary standards, including the Alternate Academic Content Standards, the Early Learning Standards and the English Language Learning Standards.

Faculty
Certification programs submitted for review to PDE will include the qualifications of faculty assigned to teach each course within the professional core of the program. Faculty who teach in the professional core must have demonstrated expertise in education methods appropriate to engaging the minds of all learners, and in the K-12 grade content they are teaching, as well as advanced degrees in disciplines appropriate to teaching in the program.

Additionally, program proposals will be expected to include evidence of collaboration between arts and sciences faculty, and education faculty, along with current practicing K-12 level teachers and administrators in all content areas (refer to Chapter 354 sections 354.25 and 354.26).

Field Experiences and Internship

The supervised classroom teaching experience is similar to the student teaching requirement in Chapter 354, and may be preceded by other field experiences. Field experiences benefit the candidate's preparation by providing opportunities to apply principles and theories learned from the program to actual practice in the classroom. Field experiences also provide opportunities to work with diverse populations, different ages and various school settings before the supervised classroom teaching experience begins. (22PA. Code §354.25 (d))

Supervised Classroom Teaching Experience

The Teacher Intern Certification Program must include a supervised classroom teaching experience. Candidates participating in a supervised classroom teaching experience must be evaluated at least monthly for the first year.

The program must also provide evidence that the criteria and competencies required for exit from the certification program is assessed through coursework, field experiences, and the supervised classroom teaching experience. In addition to incorporating a self-reflective emphasis, the program is expected to require candidates to demonstrate their knowledge and competence in fostering student learning and adolescent well-being. In addition to the monthly observations, the PDE 430 is completed at the midpoint of classroom teaching experience and at the final evaluation to support a recommendation for an Instructional I certificate offered by the Department of Education

Field and Internship Guiding Principles

- Field experiences are designed and delivered for candidates to make explicit connections with content areas, cognitive development, motivation and learning styles.
- Field experiences allow teacher candidates to observe, practice, and demonstrate coursework competencies, under the supervision of education program faculty.
- Candidates receive support and guidance during the monthly meeting with the program provider, including collaboration with the mentor and building principal.

Student Teaching Requirements

It cases where the candidate is not able to acquire employment before or during the last year their Teacher Intern certificate is valid, then the program provider must transfer the candidate into a traditional post-baccalaureate program and secure a 12-week student teaching placement as required by Chapter 354 (22. Pa Code §354.25(d) & (f)). The completion and evaluation of a student teaching experience will allow the candidate to be recommended for an Instructional I certificate in their chosen instructional area.

New Teacher Support

The first year of teaching is the most critical in a teacher's career. New teacher support is more a process than a program, involving the period of transition where new teachers evolve from being students of teaching to teachers of students. Section 49.91(a) provides that a Teacher Intern Certification Program may include an induction (22 PA. Code §49.91(a)) and for these reasons, teacher intern preparation programs are encouraged to develop and maintain a support program for their new teacher candidates. The role of the teacher preparation institution is to provide access to professional networking, resource information, and job placement services. It may include graduate surveys which the program uses to assess its own effectiveness. The program is expected to attempt active outreach to its graduates.

Appendix A

Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and Meeting the Needs of English Language Learners Program Guidelines

Introduction

Pennsylvania's teacher preparation programs must include the competencies and skills needed to equip teachers to accommodate and adapt instruction for students with disabilities in an inclusive setting and to assist English language learners.

Final rulemaking of the State Board of Education published in *The Pennsylvania Bulletin* on Sept. 22, 2007 requires **all instructional and educational specialist preparation programs to include the following by Jan. 1, 2011:**

1. At least nine credits or 270 hours regarding accommodations and adaptations for students with disabilities in an inclusive setting (instruction in literacy skills development and cognitive skill development for students with disabilities must be included); and
2. At least three credits or 90 hours regarding the instructional needs of English language learners. (22 PA Code, Chapter 49, §49.13(b) (relating to policies)).[1]

Competencies and skills to accommodate and adapt instruction for students with disabilities in an inclusive setting and to assist English language learners must be identifiable during the program review process. Candidates who apply for a Pennsylvania instructional and/or educational specialist certificate on or after **Jan. 1, 2013** must have completed the credits/hours described above.

Design

Applicable hours are limited to a combination of: seat hours of classroom instruction; field observation experiences; major research assignments; and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting. In order to help all teachers better understand ways to accommodate and adapt learning for students with disabilities in an inclusive setting, it is essential that courses and course content be developed and taught by faculty who have thorough knowledge and expertise in using evidence-based practices to teach individuals with disabilities. The preferred approach is the use of faculty with post-graduate training and certification in special education. While preparation programs may infuse the candidate competencies related to accommodations and adaptations for students with disabilities into existing courses or add additional courses as appropriate, it is the explicit application and relationship to students with disabilities that require faculty who deliver the content to have thorough knowledge and expertise in Special Education. Training for higher education faculty may include the use of modules and other educational activities prepared by special education faculty.

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[1] (4) Evaluation and approval of teacher education programs leading to the certification and permitting of professional personnel.
 (i) The evaluation by the Department will provide assurance that, on or before January 1, 2011, teacher education programs will require at least 9 credits or 270 hours, or an equivalent combination thereof, regarding accommodations and adaptations for students with disabilities in an inclusive setting.
Within the content of these 9 credits or 270 hours, instruction in literacy skills development and cognitive skill development for students with disabilities must be included, as determined by the institution. At least 3 credits or 90 additional hours, or an equivalent combination thereof, must address the instructional needs of English language learners. For purposes of this requirement, 1 credit equals 30 hours of coursework. Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting. (22 Pa. Code §49.13(4)(i)).

Competencies: Accommodations and Adaptations for Students With Disabilities in an Inclusive Setting (Nine credits or 270 hours)

The following outline includes the competencies for the nine credits or 270 course hours addressing the academic needs and adaptations for students with disabilities.

I.   **Types of Disabilities and Implications for Learning**
Candidates will be able to:
A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.
B. Demonstrate an understanding of the legal rights and responsibilities of the teacher, related to special education referral and evaluation, and the rights and procedural safeguards that students are guaranteed.
C. Demonstrate an understanding of possible causes and implications of over-representation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.

II.   **Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments**

A. Cognitive – Delineate how individuals acquire and process information.
1.   Design learning environments to facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.
2.   Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.
3.   Apply concepts of human development to education and learning, regarding attention, memory and conceptual knowledge, and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.
4.   Specify the experiences students need to prepare them to learn, read, and succeed in school.
5.   Identify interactions with adults and peers, the education teaching methods and curricula, and comprehensive interventions that support learning and development, specifically in domains that prepare students from diverse backgrounds for school.
B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.
C. Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.
1.   Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes; forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling); and attachment models and their effects on learning.

2. Apply principles in social competence, social withdrawal, social role formation and maintenance, prosocial behaviors, and aggression as they affect learning.

D. **Behavioral** – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.

E. **Language** – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.
   1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.
   2. Apply and teach skills of spoken language as a precursor of reading and academic development.

F. **Positive Environments for Learning for Students with Disabilities**
   1. Define the scientific principles influencing academic and social behavior.
   2. Implement positive behavioral interventions based on a functional analysis of behavior.
   3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.

G. **Collaboration and Communication**
   1. Identify effective co-planning and co-teaching strategies.
   2. Identify collaborative consultative skills and models (i.e., understanding role on the IEP team, teaming, and parallel teaching).
   3. Identify instructional levels of students through collaboration with members of the IEP team.
   4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).
   5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.
   6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.
   7. Demonstrate an understanding of how to support student and family communication, and meaningful participation into the student's educational program.
   8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.

III. **Assessments**
Candidates will be able to:

A. Identify, administer, interpret, and plan instruction, based on each of the following assessment components in a standards aligned system (SAS).
   1. Authentic – A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.

2. Screening – Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify students early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).

3. Diagnostic – The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs.

4. Formative – Formative assessments are classroom-based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Formative assessments can consist of formal instruments or informal observations. Formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. The key is how the results are used. Results should be used to shape teaching and learning. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students.

5. Benchmark – Benchmark assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; measure performance regularly, not only at a single moment in time (Examples of benchmark assessments are: 4Sight, Riverside 9-12).

6. Summative –Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often these summative assessments occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. Summative Assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems (Examples of summative assessment: PSSA; Terra Nova).

B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process.

C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.

D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.

E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.

F. Articulate differences between achievement tests, aptitude tests, and observational data used in special education placement decisions.

G. Create an instructional plan using assessment information related to individual student achievement.

H. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA).

I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.

J. Systematically monitor student performance to identify areas of need.

K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.

L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities.

M. Demonstrate an understanding of ethical practice for assessment.

N. Recognized the need to consult with a multi-disciplinary team when cultural, economic, or linguistic differences are present in order to avoid biased assessment.

IV. **Literacy Development and Instruction in Core and Intervention Areas**
Candidates will be able to:

A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.

B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:
> Phonological Awareness & Phonics
> Fluency
> Vocabulary
> Comprehension
> Language
> Word Study (investigate & understand the patterns in words)

C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness and research-base, and show knowledge of commonly available programs.

D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.

E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.

F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities:
> Text production

Spelling

Composition for different types of writing

G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.
H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.
I. Demonstrate instructional strategies to enhance comprehension of material.
J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.
K. Assess the readability of content area reading materials.
L. Demonstrate the ability to adapt content area material to the student's instructional level.
M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities).
N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.
O. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.

V. **Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**
Candidates will be able to:
A. Identify effective instructional strategies to address areas of need.
B. Scaffold instruction to maximize instructional access to all students.
C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
E. Strategically align standard based curriculum with effective instructional practices.
F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent.
G. Analyze performance of all learners and make appropriate modifications.
H. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
I. Use research-supported methods for academic and non-academic instruction for students with disabilities.
J. Develop and implement universally designed instruction.
K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.

Meeting the Instructional Needs of English Language Learners (ELL) (Three credits or 90 hours)

The following outline includes the competencies for the three credits or 90 course hours addressing the academic needs and adaptations for ELL students.

I. **Foundations for Preservice Candidates**
   Candidates will be able to:
   A. **Language**
      1. Demonstrate knowledge of language systems, structures, functions, and variation.
      2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.
      3. Identify the differences between academic language and social language.

   B. **Culture**
      1. Identify sociocultural characteristics of ELLs including educational background and demographics.
      2. Describe how ELLs' cultural communication styles and learning styles affect the learning process.
      3. Describe how ELLs' cultural values affect their academic achievement and language development.
      4. Identify bias in instruction, materials and assessments.
      5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.
      6. Observe culturally and/or linguistically diverse instructional settings.

II. **Applications for Pre-service Candidates**
   Candidates will be able to:
   A. **Standards-based Instruction**
      1. Apply research, concepts and theories of language acquisition to instruction.
      2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs.
      3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners Pre-K-12 (ELPS) and PA Academic Standards.

   B. **Assessment specific to ELL**
      1. Use PA ELPS to design content assessment.
      2. Identify issues related to standards-based formative and summative assessment for all ELLs.
      3. Use assessment data to differentiate and modify instruction for optimal student learning.

   C. **Professionalism**
      1. Describe the legal responsibilities related to serving ELLs.
      2. Demonstrate collaborative, co-teaching models for serving ELLs.
      3. Define common terms associated with ELLs.
      4. Identify professional resources and organizations related to serving ELLs.