Questions for PDE from PAC-TE Members:

First, thanks for all you are doing for higher education and the open communications with IHEs.

1. What information has your office received regarding the upcoming student teacher grant effective for the 24-25 school year? All we know now is that the applications will be on a first-come basis and the window opens up mid-April. Thank you in advance!

More information about the stipend for student teachers. Eligibility? Availability of funds for how many student teachers? Application process? Please provide as much information as possible about the student teaching stipends. We are getting inundated with questions by students and do not have nearly enough information.

This question has since been answered by PHEAA.

1. How can the state help provide employment data to educator preparation programs?

TIMS IHE exports.

Choose: By certificate Published Date

Choose dates from xx/xx/xxxx to xx/xx/xxxx

Click Professional Data to generate a spreadsheet.

1. One topic about which we feel a discussion is necessary relates to the recent notification about student teaching seminars needing to be online. It feels like a disconnect to the message sent in a previous BSLTQ update that student teaching supervision cannot be effectively implemented in a virtual fashion. In that update, it did not reference the citations to support the information shared related to the question on virtual observation. There is some very definitive vocabulary used that could be interpreted as thoughts/opinions rather than data from research or school code/policy. We would like to have discussion around the reference documentation that verifies statements such as, “Even with multiple cameras or movable cameras, it is difficult for an observer/evaluator to observe teaching and learning effectively or fairly from a distance,” or “…which can only be observed by being in the building and seeing first-hand how the student teacher interacts with other teachers, administrators, and possibly parents. And finally, in-person observation is the best way…”

The reason this discussion is important is that IHEs are facing ever-shrinking budgets, and we desperately want to support all schools and our students from under-represented/ under-served areas. However, without the ability to utilize virtual student teaching supervision, this is not possible from a financial perspective. We would like to discuss the conclusion that virtual supervision can’t be effective. Is it rather that it has some less effective pieces, but others that provide a significant benefit, and that it could still be a reasonable compromise that allows for better serving all schools, communities, and students? There may very well be policy/legislation that prohibits it. If so, will you cite that and let’s discuss if it is possible to update it for existing needs.

I have spoken to legal and policy at length on this, and I have answered many questions on this topic. What I can say is that despite the changes in legislation that require EPPs to allow students to have an option to attend class virtually for practicum, this does not mean that classes cannot be held in person. It does mean that those students that are part of the stipend program need to be allowed an option to attend virtually. Our policy on 50% of supervision has not changed despite the fact that no, there is no policy or legislation that prohibits it. As of now, virtual supervision is allowed for cyber placements only and cyber placements are allowed for 50% of the student teaching experience. All other supervision must be in person. We are looking into changes to this policy if and when Chapter 354 is open. This is why we created a focus group on this topic. This group is looking into suggestions for changes to our current policies. We also want you to consider training supervisors in school districts that cannot be reached by your faculty supervisors. Please reach out to Jamal and Stephanie about how you can do this. If you are PASSHE, please consider assisting each other to cover student teachers outside of your areas. You are across the state and can help one another to get supervision done. We understand the growing financial issues and other challenges that IHEs are facing. We need to work together to meet the needs of our students. We cannot change policy without researching it and garnering suggestions from the field and that is what we are doing right now.

Please know the job of our bureau is to represent you. Everyone in our bureau, Kerry, Katina, Jamal, Shane, and Stephanie, as well as all of our clerical staff, evaluators, and specialists, work harder than you can imagine to give you the best information we have. We cannot change what legislation is passed – we can only enact it. I truly hope you know that we are doing the absolute best we can to represent your thoughts and feelings in everything we do but some of it is outside the realm of our control.

1. Is it possible for EPPs to view their previous submissions for programs if the person who entered the program is no longer at the IHE?

Yes. If the applications are in the web-based SharePoint, then the institution needs to designate a new primary user to access SharePoint. Contact your liaison for the training material to start the process.

1. Can you please provide an update on the CRSE litigation? Will EPPs be required to complete assurance forms? Will PDE provide any CR-SE professional development at PDESAS? I see there are 10 hours of PD on Structured Literacy & 5 hours for Professional Ethics & 0 for CR-SE.

We currently have no update on the CRSE litigation. Yes, you are still required to complete assurance forms. And yes, PDE will provide professional development through PDE SAS once that litigation has been settled.

1. Any updates on upcoming changes to PDE requirements for pre-service teachers and student teaching?

No. We are still working on focus groups for the possible opening of Chapter 354. We are collecting this information for the state board. We also just sent out a Chapter 354 questionnaire to cooperating teacher/mentors in the field (thanks to the field experience directors committee) and superintendents, principals, and IU executive directors (thanks to the help of the PAIU, PASPA, and PASA). Our goal is to get all of the information collected from these groups by late April/early May.

1. Can the state help provide feedback for CAEP standard 4.1 and “completer” impact on the P-12 population?

Please contact your liaison to discuss the data needed to answer CAEP 4.1. PVASS data

**R4.1 Completer Effectiveness**

The provider demonstrates that program completers: A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

1. Will there be any webinars for Major Review planning in the near future?

Yes. We are working on including webinars for Major Review and other topics in the near future. If you have immediate questions, contact your liaison for immediate assistant.

**PAC-TE – March 20, 2024 – PDE Session (Q&A section)**

**Question:** Is the SAS PD active for Professional Ethics? It was up there a few months ago, but now it seems to be taken down.

**Answer Needed:** Once you’ve logged to SAS, you need to click on the link to PD Center and search the catalog using the term “professional ethics.” It will be the first choice that comes up.

**Question (Joel):** Here's one if you have time--what are you looking for in the person who might qualify for the new Higher Ed Associate 2 position?

**Answer needed:** We will actually be reposting the position again shortly along with a job description. As soon as we do that, we will be sure to include the position in an email to the field.

All other questions during the sessions on 3/20 and 3/27, were answered during the webinar and were not recorded.