



The Foundation of Our Economy

Pennsylvania Educator Workforce Strategy 2022-2025

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov



pennsylvania
DEPARTMENT OF EDUCATION

The Foundation of Our Economy

Pennsylvania Educator Workforce Strategy

2022–2025

CONTENTS

Overview 3

PDE Guiding Principles 7

Educator Workforce Focus Areas, Goals, and Theories of Action 8

Focus Area 1: Meet the educator staffing needs of rural, suburban, and urban areas 9

Focus Area 2: Build a diverse workforce representative of the students we serve 12

Focus Area 3: Operate a rigorous, streamlined, and customer-service oriented certification process 14

Focus Area 4: Ensure high-quality preparation experiences for aspiring educators 16

Focus Area 5: Ensure educator access to high-quality and relevant professional growth and leadership development opportunities 18

Figures

Figure 1: Students of color represent 37 percent of the public school population while teachers of color represent 7 percent of the teacher population. 4

Figure 2: The proportion of new teachers has been increasing for the past five years, suggesting a relationship between new entrants into the profession and turnover. 5

Figure 3: Schools in urban areas have proportionally higher numbers of teachers in their first or second year of the profession. 5

Figure 4: The number of new teachers entering the profession has declined significantly in the last four years when compared to the three years prior. 9

Figure 5: In 2021, over 70% of Instructional I Certificates were issued by PDE to in-state candidates. 14

Figure 6: In 2021, over 80% of Administrative I Certificates were issued by PDE to in-state candidates. 14

Figure 7: Participation in the PA Inspired Leadership Program has increased significantly since 2017-18. 18

Figure 8: Over 97% of teachers were rated as proficient or distinguished by their administrators in 2019-20. 19

Overview

The prosperous future of Pennsylvania—from healthy young children and families to a thriving economy to vibrant and civically engaged neighborhoods and communities—depends on a healthy and robust educator workforce. Educators encompass a wide range of professions, such as early childhood professionals, teachers, school and district leaders, and other school support staff professionals (e.g., school counselors, school social workers, school psychologists, mental health professionals, speech pathologists, health professionals, school librarians, and others).

Our educator workforce not only represents a critical sector of the commonwealth’s economy, but educators also play a doubly important role in preparing young learners to participate in and lead our communities, our governments, our businesses, and our families in the future.

By August 2025, the state will need thousands of new teachers, hundreds of new principals, and thousands of educators in other critical roles trained and ready to guide our students’ educational futures.¹ By August 2025, Pennsylvania public schools will be home to a significantly higher percentage of students of color than we serve today. By August 2025, Pennsylvania will begin to see the immediate fruits of our investments of funding to recover strongly from the COVID-19 pandemic. It is therefore appropriate that the Pennsylvania Department of Education (PDE) establish August 2025 as a key date by which we plan to achieve many of the ambitious goals laid out in this document.

Despite this, Pennsylvania faces an educator workforce crisis. While the overall numbers of new educators entering the profession continues to decline, the rate of educators leaving the profession

continues to accelerate.² As a result, schools are facing a harder time filling critical staff positions than ever before. These staffing shortages are felt most acutely by schools serving the highest proportions of low-income students and students of color—the children bearing the brunt of our inequitable educational system, its policies, and practices.

The demographics of our state and our public school population continue to change and become more diverse—racially, ethnically, linguistically, and in numerous other ways. The demographics of our educator workforce have not kept pace with our changing landscape. By August 2025, Pennsylvania’s K-12 population will have higher proportions of students of color,³ and these are precisely the student groups that our entire educational system—from early childhood to K-12 to postsecondary—has least been able to serve well. Without a significant increase in the diversity of our educator workforce, large percentages of our students will go through most if not all of their educational careers without seeing teachers, principals, and other school leaders who look like them or who have first-hand knowledge of their cultural and linguistic traditions and assets.⁴ Given that research has conclusively demonstrated that students perform better when they have access to teachers that share their race or language backgrounds,⁵ this lack of diversity hinders our schools’ ability to help students reach their full potential. In addition, students of all backgrounds benefit when exposed to diverse students and staff. Students of all backgrounds who have the opportunity to learn in diverse settings display increased tolerance and are less likely to engage in stereotyping; are more likely to seek out and thrive in integrated settings later in life; exhibit increased intellectual self-confidence; and develop critical leadership skills.⁶

1 Darling-Hammond, et al. *Examining Educator Certification in Pennsylvania: Research and Recommendations for Chapter 49*. Learning Policy Institute. 2018.

2 Ingersoll, R. (2001). *Teacher Turnover and Teacher Shortages: An Organizational Analysis*. Retrieved from https://repository.upenn.edu/gse_pubs/94

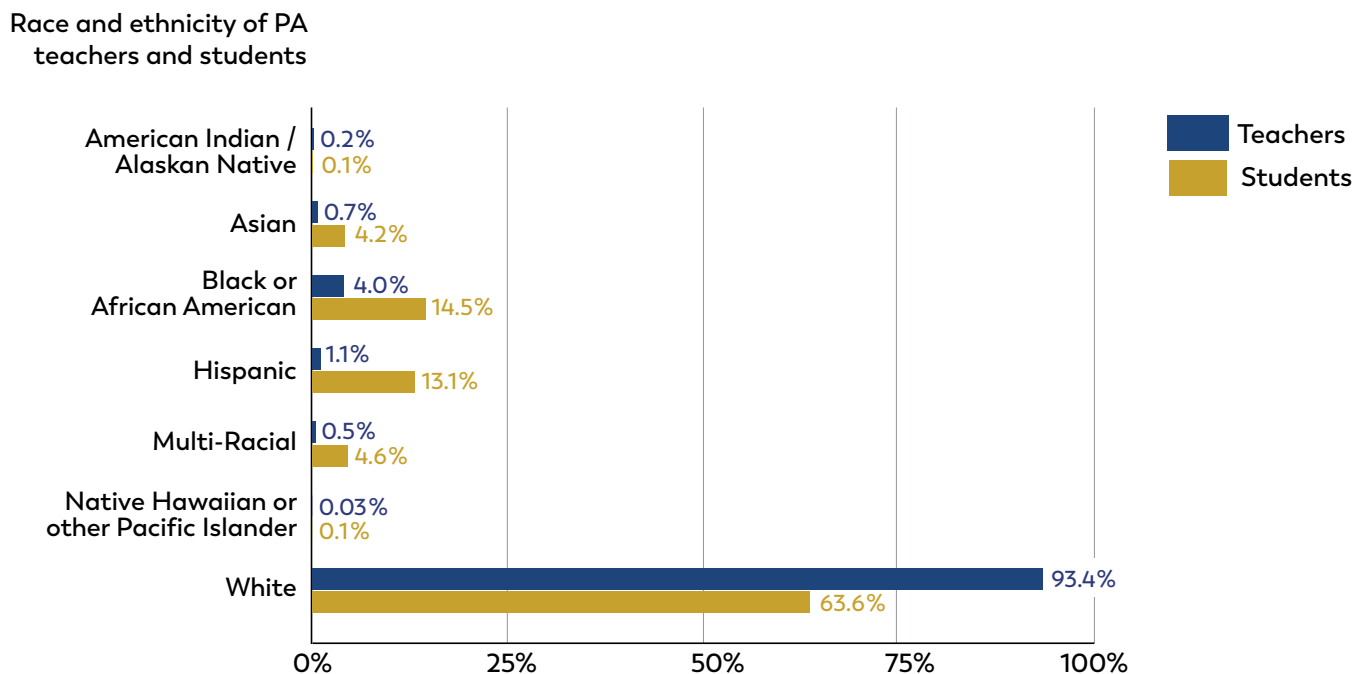
3 Western Interstate Commission for Higher Education. *Knocking on the College Door: Projections of U.S. High School Graduates: Pennsylvania*. 10th Edition. Author. <https://knocking.wiche.edu/wp-content/uploads/sites/10/2020/12/Pennsylvania-Profile.pdf>

4 *Diversity of Teacher and Student Populations in Pennsylvania School Districts*. Research for Action. 2020.

5 Carver-Thomas. *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. 2018.

6 “The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms.” The Century Foundation. 2019. <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>.

FIGURE 1: Students of color represent 37 percent of the public school population while teachers of color represent 7 percent of the teacher population.



Source: PDE Professional Educator Records Management System (PERMS), 2020-2021

The COVID-19 pandemic exacerbated and shined a spotlight on racial injustices. Additionally, widening economic disparities across our society have had profound effects on our educator preparation and workforce pipelines. These pipelines were already fragile before these threats wrought havoc on Pennsylvania—and the rest of the nation. Like most of the country, Pennsylvania needs to bring new individuals into the profession to fill staffing gaps.

Many of the trends around newly licensed teachers and turnover rates are not new and have been challenges for at least the past twenty years. For

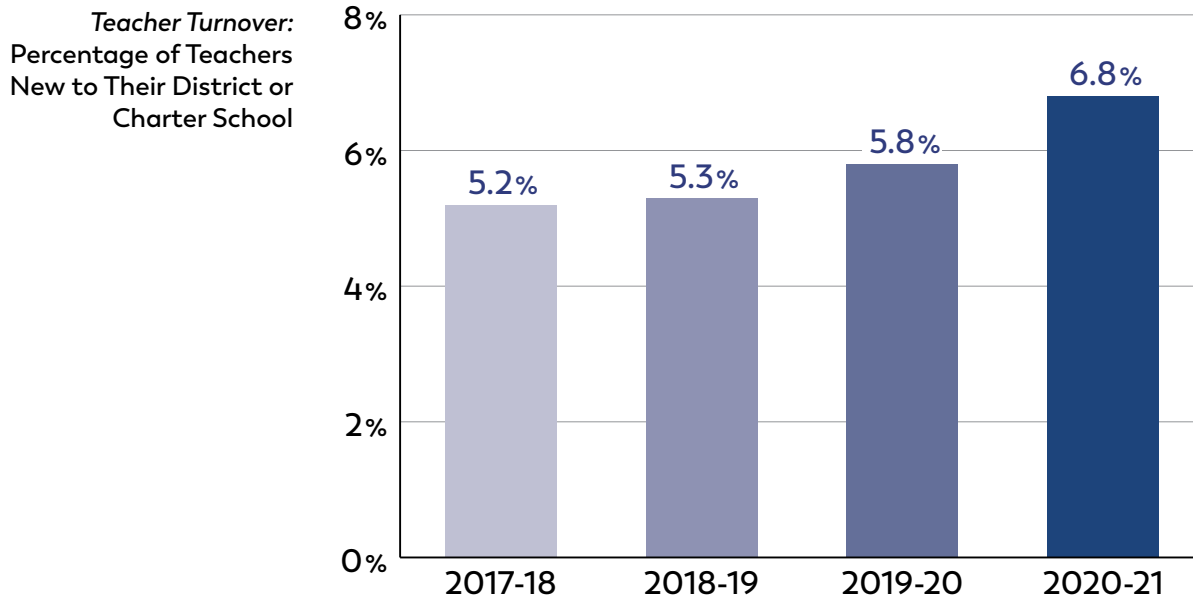
example, research has shed light on the need to provide tools to newly licensed educators so they may create effective and rigorous learning experiences for students.⁷ In addition, historically the turnover rate for teachers in high poverty schools is almost a third higher than the rate for teachers in all schools.⁸ While insufficient preparation is only one of many factors driving this turnover, better prepared teachers remain in the classroom longer and are more effective in driving student achievement.⁹

7 Lewis, et al. *Teacher Quality: A Report on The Preparation and Qualifications of Public School Teachers*. National Center on Education Statistics. 1999.

8 Simon and Johnson. *No Dream Denied: A Pledge to America's Children*. National Commission on Teaching and America's Future. 2003.

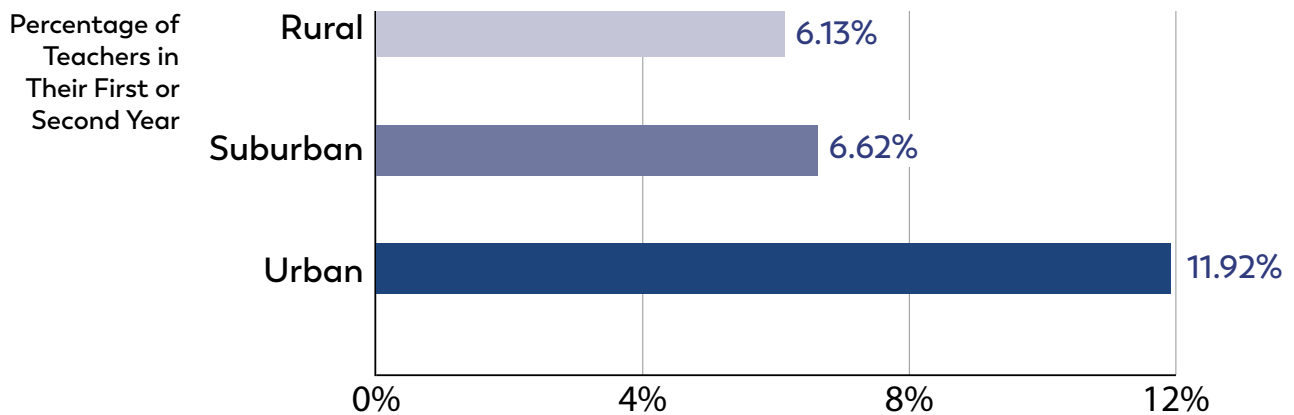
9 Papay, John P., et al. *Does practice-based teacher preparation increase student achievement? Early evidence from the Boston Teacher Residency*. No. w17646. National Bureau of Economic Research, 2011.

FIGURE 2: The proportion of new teachers has been increasing for the past five years, suggesting a relationship between new entrants into the profession and turnover.



Source: PDE Professional Educator Records Management System (PERMS), 2017-2021.

FIGURE 3: Schools in urban areas have proportionally higher numbers of teachers in their first or second year of the profession.



Source: PDE Professional Educator Records Management System (PERMS), 2020-2021.

The process to become a certified educator—which was intended to ensure high standards for educators entering the profession—too often serves as a cumbersome and inefficient barrier to entry to the profession, while failing to serve its intended purpose. Bureaucratic hurdles and antiquated processes—often divorced from reliable measures of educator quality—too often serve as unhelpful roadblocks that keep or drive good people out of the profession. The impact of these barriers is felt most acutely by applicants of color and applicants who speak a first language other than English, as anecdotal feedback that educators shared with PDE suggests that current certification processes and requirements may disproportionately impact educators from these groups.¹⁰

Continuous improvement and professional growth and development are essential to improving educational outcomes for students and for retaining great educators. Again, research has historically shown that far too few educators receive high-quality professional development opportunities that help them grow in their practice or to successfully teach students of different backgrounds.¹¹ Anecdotal feedback that educators shared with PDE indicates a need to strengthen this professional development and also dramatically increase the school leader pipeline.¹²

These challenges are real and daunting, but they can and must be solved with the sense of urgency they require. PDE is committed to making meaningful progress on addressing these challenges at each of the educator workforce lifecycle stages—identification, recruitment, preparation, certification, induction, continuing professional development, and retention. We also recognize that we cannot solve all of the commonwealth’s educator workforce challenges alone, and that success will not come overnight.

With optimism and resolve, we set our eyes toward a different and markedly better set of circumstances for the Pennsylvania educator workforce by August 2025. Together, we can and must build the strong foundation that will support our economy and our communities for generations to come.

10 Pennsylvania Department of Education. 2022. *Pennsylvania Educator Workforce Strategy: Feedback from the Field*.


11 Schultz, et al. *Swimming Against the Tide: A Study of Prospective Teachers’ Attitudes Regarding Cultural Diversity and Urban Teaching*. The Western Journal of Black Studies. 1996.

12 Pennsylvania Department of Education. 2022. *Pennsylvania Educator Workforce Strategy: Feedback from the Field*.

PDE Guiding Principles

The Pennsylvania Department of Education is guided in all it does by the following guiding principles:

1



Engagement with vested partners

2



Intentional communication strategies

3




Incorporation of diversity, equity, inclusion, and belonging into every aspect of our work

4




Cross-deputate collaboration

5



Transparent decision-making

6



Commitment to leveraging data and research in our decision-making

7



Implementation of department-wide processes with fidelity

Educator Workforce *Focus Areas*, *Goals*, and *Theories of Action*

PDE's Educator Workforce Strategy must respond to the critical problems that the state's educator workforce faces. If PDE can accomplish an ambitious set of goals related to the following **five educator workforce focus areas**:

1. Meet the educator staffing needs of rural, suburban, and urban areas;
2. Build a diverse workforce representative of the students we serve;
3. Operate a rigorous, streamlined and customer-service oriented certification process;
4. Ensure high-quality preparation experiences for aspiring educators; and
5. Ensure educator access to high-quality and relevant professional growth and leadership development opportunities,

then PDE will meet its challenge of building a thriving educator workforce capable of successfully educating, guiding, and inspiring the future leaders of Pennsylvania.

FOCUS AREA 1:

Meet the educator staffing needs of rural, suburban, and urban areas

Pennsylvania must urgently attract more educators into the profession and retain a higher percentage of existing excellent educators to meet the staffing needs of early childhood providers, schools, and libraries in our rural, suburban, and urban settings.

BY THE NUMBERS¹³

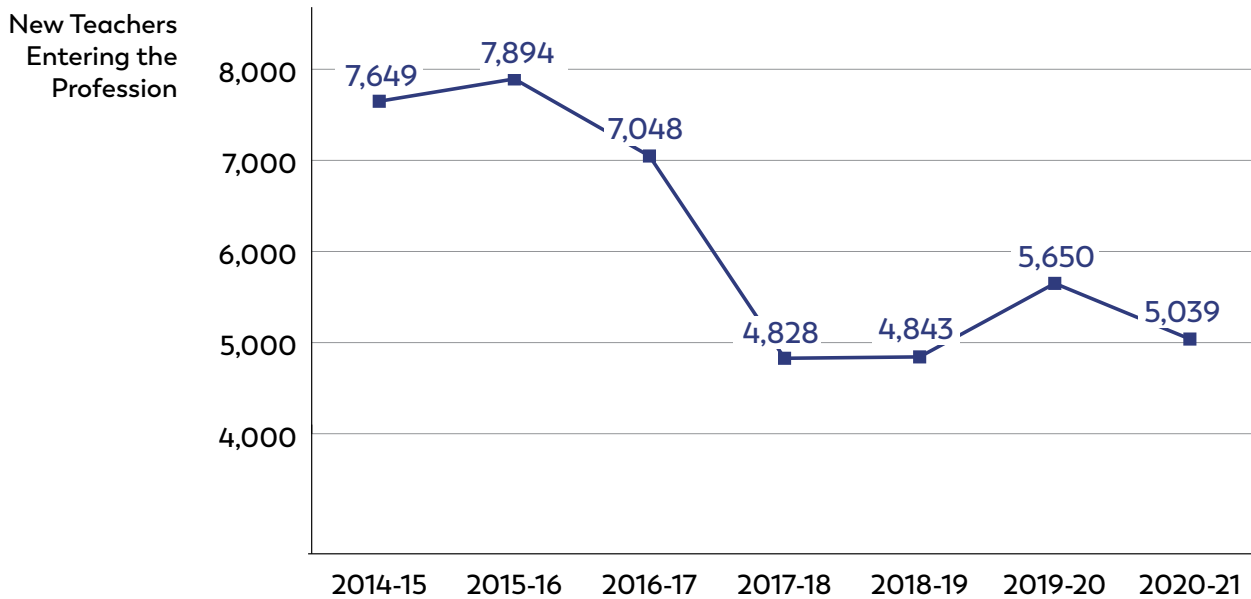
As of the 2021-22 school year:

20% Rural ■ Rural local education agencies (LEAs) serve 352,038 students

59% Suburban ■ Suburban LEAs serve 1,025,352 students

21% Urban ■ Urban LEAs serve 362,062 students

FIGURE 4: The number of new teachers entering the profession has declined significantly in the last four years when compared to the three years prior.



Source: PDE Professional Educator Records Management System (PERMS), 2014-2021.

¹³ Brick and mortar charter schools are classified as rural, suburban, or urban based on their geographic location, but may serve students from other regions.

To accomplish the goals of this focus area, PDE needs to strengthen its partnerships with educator preparation programs,¹⁴ school districts, charter schools, intermediate units, and career and technical centers. PDE will place a priority on meeting the staffing needs of the state's most distressed schools

and school systems, as well as our most critically understaffed early childhood providers and libraries. This focus area addresses the needs related to the following educator workforce lifecycle stages: identification, recruitment, preparation, certification, induction, and retention.

GOALS

1. By August 2025, the number of preK-12 educator candidates enrolled in approved educator preparation programs will increase from 18,000 to 21,600.
2. By August 2025, the number of preK-12 educator candidates of color enrolled in approved educator preparation programs will increase from 14%¹⁵ to 25%.
3. By August 2025, the educator vacancy percentage at distressed schools, rural schools, suburban schools, urban schools, early childhood providers, and school libraries will decrease (baseline needs to be established for each).
4. By August 2025, the number of approved educator preparation programs that set and meet admissions targets based on an identified statewide or local workforce need will increase (baseline needs to be established).

THEORY OF ACTION

If PDE does the following:

1. Works with LEAs, IHEs, IUs, and other hiring entities to develop and implement effective recruitment systems to attract aspiring educators into educator preparation programs;
2. Makes the necessary policy changes to educator preparation program entry requirements in consultation with the State Board of Education and the General Assembly;
3. Identifies and expands the most effective pathways into the educator profession, such as residency and fellowship programs, grow your own programs, registered apprenticeships, and the expansion of existing educator preparation programs within IUs;
4. Launches a targeted marketing and recruitment effort across the state that advocates for and secures competitive compensation and effective incentives for educators;
5. Develops the data collection and reporting processes needed to measure progress on meeting the goals of this focus area and makes the data publicly available on a routine basis; and
6. Sponsors research projects that advance the goals of this focus area,

...then Pennsylvania early childhood providers, schools, and libraries in rural, suburban, and urban settings will be able to meet their educator staffing needs.

¹⁴ Educator preparation programs include those based at institutions of higher education (IHEs) as well as alternative providers.

¹⁵ Based on PDE's 2020 Title II report to the U.S. Department of Education for academic year 2018-19, 14,769 individuals enrolled in educator preparation programs identified as White, while 2,339 people enrolled in preparation programs identified as people of color. About 6 percent, or 852 individuals, did not report race or ethnicity and were not included in this figure.

IMPLEMENTATION

In order to implement the theory of action and achieve the goals listed above, PDE and its vested partners will need to do the following:

1. Work with the General Assembly to amend the Public School Code in order to eliminate the basic skills assessment and other barriers as requirements for entry into educator preparation programs.
2. Work with approved educator preparation programs to set and monitor admissions targets based on identified statewide and local workforce needs, with a focus on increasing equitable representation among aspiring educators.
3. Identify the data collection and reporting processes needed to measure progress on meeting the goals of this focus area.
4. Modify PDE's research agenda to advance the goals of this focus area and identify potential research partners and funding sources.
5. Develop guidance that clarifies the goals and purposes of student teaching, residencies, fellowships, and induction for new educators in accordance with the State Board of Education's revised Chapter 49 regulations.
6. Make permanent changes to the issuing of substitute permits in consultation with appropriate policy-making entities.
7. Develop the data collection and reporting processes needed to measure progress on meeting the goals of this focus area, making the data publicly available on a routine basis.
8. Develop research proposals to advance the goals of this focus area and submit them for funding to the appropriate funding sources.
9. Expand educator preparation program options for future educators in consultation with the appropriate policy-making entities.
10. Work with approved educator preparation programs to identify coursework requirements that are likely barriers to entry.
11. Identify resources for and establish a PDE team—supported by experts in PR and marketing—that has responsibility for supporting approved educator preparation programs, LEAs, early childhood providers, and libraries to develop and implement effective professional recruitment systems.
12. Develop resources that identify competitive compensation and effective incentives for educators that enable hiring entities to compete more effectively in the regional labor market.
13. Based on the resources that PDE develops on competitive compensation and incentives, advocate for and secure funding from the General Assembly that enables hiring entities to compete more effectively in the regional labor market.

FOCUS AREA 2:

Build a diverse workforce representative of the students we serve

PDE must make concerted efforts to ensure that students have access to an educator workforce that represents the incredible diversity and rich histories, traditions, and life experiences across the commonwealth. PDE also must take steps to ensure that early childhood providers, schools, and libraries are equipped to create the working conditions necessary to retain great educators of color. This focus area addresses the needs related to the following educator workforce lifecycle stages: identification, recruitment, preparation, and retention.

BY THE NUMBERS

↓1,008 ■ In the 2019-20 school year, of **the 7,168 teachers of color employed, 6,160 remained employed** by the same LEA in the 2020-2021 school year.¹⁶

13% ■ In the 2020-21 school year, **660 of the 5,039** teachers in their first year of experience **were teachers of color.**¹⁷

GOALS

1. By August 2025, the percentage of educators of color entering the profession will increase from 13% to 25%.
2. By August 2025, the number of “Diversified”¹⁸ LEAs¹⁹ will increase (baseline needs to be established).
3. By August 2025, the number of “Diversifying”²⁰ LEAs will increase (baseline needs to be established).
4. By August 2025, the number of “Undiversified”²¹ LEAs will decrease (baseline needs to be established).
5. By August 2025, the number of educators of color who have access to mentoring and support programs and who rate the programs as effective or highly effective will increase (baseline needs to be established).
6. By August 2025, retention rates of educators of color will increase from 80% to 90%.

16 Pennsylvania Department of Education. Pennsylvania Information Management System. 2019-2021.

17 Pennsylvania Department of Education. Pennsylvania Information Management System. 2019-2021.

18 PDE will work with each LEA, early childhood provider, and library to support the setting of workforce diversification targets. Diversified entities will be those entities that employ an educator workforce which meets or exceeds their diversification targets.

19 PDE will help support the development of workforce diversity goals and metrics appropriate for early childhood centers and libraries in line with community feedback at a later date.

20 Diversifying entities will be those entities that are in the process of reaching their diversification targets within an established timeframe.

21 Undiversified entities will be those entities that have not begun efforts to employ an educator workforce which meets or exceeds diversification targets within an established timeframe.

THEORY OF ACTION

If PDE does the following:

1. Collaborates with LEAs, early childhood providers, and libraries to establish workforce diversification targets and develops mechanisms that allow for the tracking of progress toward meeting those targets;
2. Collaborates with approved educator preparation programs to identify and remove policies and practices that serve as barriers to the goals of this focus area;
3. Collaborates with appropriate vested partners to strengthen existing partnerships and develops new partnerships that advance the goals of this focus area;
4. Identifies and promotes the development of effective mentoring and support programs for educators of color;
5. Develops the data collection and reporting processes needed to measure progress on meeting the goals of this focus area, makes the data publicly available, and disseminates on a routine basis; and
6. Sponsors research projects that advance the goals of this focus area,

...then PDE will build an educator workforce that is increasingly representative of the public school student population, and the populations served by libraries and early childhood providers.

IMPLEMENTATION

In order to implement the theory of action and achieve the goals listed above, PDE and its vested partners will need to do the following:

1. Collaborate with LEAs, early childhood providers, and libraries to establish workforce diversification targets.
2. Identify the data collection and reporting processes needed to measure progress on meeting the goals of this focus area.
3. Modify PDE's research agenda to advance the goals of this focus area and identify potential research partners and funding sources.
4. Support LEAs to structure incentive programs that advance the goals of this area using their existing funding.
5. Identify existing Grow Your Own programs (GYO) across the nation, advance existing GYO, and develop new programs that create clear and accessible pathways into the profession, including for paraprofessionals and other career changers.
6. Partner with nonprofit organizations working to develop recruitment, training, and mentoring programs for middle and high school students from diverse backgrounds to identify and recruit future educators.
7. Develop the data collection and reporting processes needed to measure progress on meeting the goals of this focus area, making the data publicly available and disseminated on a routine basis.
8. Develop research proposals to advance the goals of this focus area and submit them for funding to the appropriate funding sources.
9. Codify evidence-based educator diversification policies, practices, and strategies through state law, regulations, or policy guidance, in consultation with the appropriate policy-making entities.

FOCUS AREA 3:

Operate a rigorous, streamlined, and customer-service oriented certification process

PDE must systematically identify and remove barriers in the certification process that are not clearly correlated with educators' future success. PDE must review internal processes and systems to ensure an efficient and customer-service oriented experience for certification applicants, as well as to ensure that the system is delivering on the workforce needs of LEAs, early childhood providers, and libraries. This focus area most directly addresses needs related to the following educator workforce lifecycle stages: certification and retention.

BY THE NUMBERS

- In 2021, **over 70% of Instructional I Certificates** were issued by PDE to in-state candidates. (see Figure 5)
- In 2021, **over 80% of Administrative I Certificates** were issued by PDE to in-state candidates. (see Figure 6)

FIGURE 5: In 2021, over 70% of **Instructional I Certificates** were issued by PDE to in-state candidates.

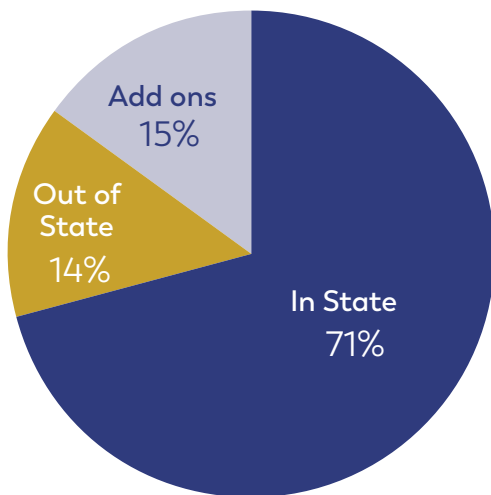
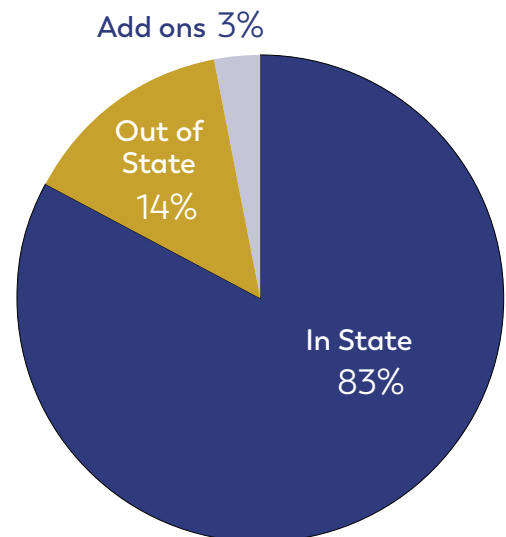


FIGURE 6: In 2021, over 80% of **Administrative I Certificates** were issued by PDE to in-state candidates.



Figures 5 and 6 Source: Report on Educator Certificates Issued by the Pennsylvania Department of Education as required under Act 82 of 2018. March 1, 2022.

GOALS

1. By August 2025, PDE will establish an average processing time for instructional applications of 15 business days, except for applications requiring clarification or further investigation.
2. By August 2025, 80% or more of applicants will rate the PDE certification process as “Highly efficient” or “Efficient”.
3. By August 2025, 80% or more of LEAs and early childhood providers will indicate they are “satisfied” or “highly satisfied” with the efficiency of the PDE certification process.
4. By August 2025, PDE will identify whether there is a gap between the success rates of certification applicants by race, ethnicity, or linguistic background, and decrease any gaps that are found (baseline needs to be established).
5. By August 2025, the number of formal complaints related to PDE-controlled components of the certification process will decrease (baseline needs to be established).
6. By August 2025, PDE will establish a streamlined pathway to certification for educators who earned certification outside of Pennsylvania.
7. By August 2025, the number of formal partnerships between LEAs and approved educator preparation programs that align preparation program offerings and LEA needs and create systematic feedback loops between the partner entities will increase (baseline needs to be established).

THEORY OF ACTION

If PDE does the following:

1. Works collaboratively with recent certification applicants, LEAs, early childhood providers, libraries, and appropriate vested partners to identify bottlenecks, inefficiencies, and opportunities for improvement in the current certification process, the online platform used to facilitate the certification process, and the disaggregated data collection and reporting features involved in the certification process;
2. Identifies opportunities to relieve short-term certification-related pressures and acts to relieve those pressures; and,
3. Establishes a streamlined pathway to certification for educators who were certified outside of Pennsylvania,

...then PDE will ensure a rigorous, streamlined, and customer-service oriented certification process.

IMPLEMENTATION

In order to implement the theory of action and achieve the goals listed above, PDE and its vested partners will need to do the following:

1. Modernize the Teacher Information Management System (TIMS) to improve the application review process and increase the speed with which applications are processed.
2. Review existing policies, practices, and procedures to identify bottlenecks, inefficiencies, and opportunities to improve the current certification process for individuals prepared and/or certified in Pennsylvania and outside the commonwealth.
3. Establish guiding principles and service expectations for certification staff regarding excellence in customer service to applicants and to educational entities.
4. Identify the business needs of the PDE Division of Certification Services to achieve its targeted levels of efficiency and meet ambitious customer-service metrics.
5. Identify the data collection and reporting processes needed to measure progress on meeting the goals of this focus area.
6. Develop the data collection and reporting processes needed to measure progress on meeting the goals of this focus area, making the data publicly available and disseminated on a routine basis.
7. Codify proven certification improvements through state law, regulations, or policy guidance, in consultation with the appropriate policy-making entities.

FOCUS AREA 4:

Ensure high-quality preparation experiences for aspiring educators

PDE must work in partnership with approved educator preparation programs, early childhood providers, LEAs, Intermediate Units (IUs), and libraries to ensure that educator candidates experience an effective preparation program that provides substantial in-classroom training, that is aligned to the needs of early childhood providers, libraries, and schools in the communities served by the educator preparation programs, and that prepares educators to successfully work with students from different cultural and linguistic backgrounds. This focus area will most directly address needs related to the following educator workforce lifecycle stage: preparation.

BY THE NUMBERS²²

As of the 2018-19 school year, there were

- **122 approved educator preparation program providers statewide**, including 91 traditional/IHE, 28 alternative/IHE, and three alternative/not-IHE based
- **1,478 educator preparation programs** offered by approved providers
- **17,492 educator preparation program enrollees**
- **5,720 educator preparation program completers**

GOALS

1. By August 2025, 75% or more of certified educator preparation program graduates will self-report that their educator preparation program “strongly prepared” or “adequately prepared” them to teach a diverse student population.
2. By August 2025, 75% or more of site administrators will self-report that “I would hire this educator again if given the opportunity” among hired certified educator preparation program graduates.
3. By August 2025, 75% or more of LEA, early childhood provider, and library administrators will rate the educator preparation programs from which they receive significant numbers of educators as “effective” or “highly effective”.
4. By August 2025, 90% or more of educator preparation programs will implement a protocol for recent graduates and their job placement sites to provide feedback on the educator preparation program’s effectiveness at preparing the educator for key domains of their job.

THEORY OF ACTION

If PDE does the following:

1. Works with educator preparation programs, early childhood providers, LEAs, IUs, and other preparation program experts to develop standards and guidance on approaches to instruction;
2. Works with educator preparation programs, early childhood providers, LEAs, IUs, and other preparation program experts to develop metrics necessary to evaluate the success of educator preparation programs;

²² U.S. Department of Education. 2020 Title II Reports: Pennsylvania. 2018-19. <https://title2.ed.gov/Public/Report/StateHome.aspx?si=42>

-
3. Works with educator preparation programs, early childhood providers, LEAs, IUs, and other preparation program experts to align disaggregated data collection and reporting systems and processes to routinely track these data;
 4. Makes the necessary policy changes to the educator preparation program major program review process to ensure that pre-service knowledge requirements are appropriate and relevant;
 5. Updates the major program review process to ensure that it functions as a driver of improvement; and
 6. Supports the establishment or deepening of formal partnerships between educator preparation programs and hiring entities such as early childhood providers, LEAs, and IUs, in order to increase the likelihood of tight alignment between the needs of preK-12 students in the classroom or library and the design and implementation of educator preparation programs,

...then PDE will ensure a high-quality education preparation program for aspiring educators.

IMPLEMENTATION

In order to implement the theory of action and achieve the goals listed above, PDE and its vested partners will need to do the following:

1. Work to expand the number of educator preparation program providers, including new pathways into the educator profession.
2. Work with educator preparation programs, early childhood providers, LEAs, IUs, and other preparation program experts to inform the development of standards and guidance on approaches to instruction.
3. Recommend amendments to Chapter 354 regulations governing educator preparation programs to remove existing barriers to entry into certification programs.
4. Identify the data collection and reporting processes needed to measure progress on meeting the goals of this focus area.
5. Modify PDE's research agenda to advance the goals of this focus area and identify potential research partners and funding sources.
6. In collaboration with education preparation program leaders and other experts, PDE issues guidance and provides support to ensure effective implementation of Structured Literacy, Professional Ethics, and Culturally Relevant and Sustaining Education competencies enshrined in state regulations.
7. Develop the data collection and reporting processes needed to measure progress on meeting the goals of this focus area, making the data publicly available and disseminated on a regular basis.
8. Develop research proposals to advance the goals of this focus area and submit them for funding to the appropriate funding sources.
9. Codify improvements to high-quality preparation experiences through state law, regulations, or policy guidance, in consultation with the appropriate policy making entities.
10. Conduct reviews of partnerships between educator preparation programs and hiring entities such as early childhood providers, LEAs, and IUs to increase the likelihood of tight alignment between the needs of preK-12 students in the classroom or library and the design and implementation of educator preparation programs.

FOCUS AREA 5:

Ensure educator access to high-quality and relevant professional growth and leadership development opportunities

PDE must work in partnership with early childhood providers, LEAs, IUs, and professional development experts to create systems that provide access to high-quality professional growth and leadership development opportunities, support the development of excellent professional development content, and enhance the ecosystem of professional development providers. Professional development opportunities must include ongoing and high-quality professional learning experiences aligned to state requirements for culturally responsive and sustaining education (CR-SE), professional ethics, structured literacy, and other important topics that are accessible to and experienced by all current and future educators.

These professional development opportunities will enable the state to live up to its promise of diversity, equity, inclusion, and belonging. PDE can and must support all educators to ensure that their students have access to the resources and rigor they need in their education across diverse demographic and cultural backgrounds; that their students learn within a community where the equal worth and inherent dignity of each person is honored; and that their students experience appreciation, validation, acceptance, and fair treatment within the school environment. This focus area will most directly address needs related to the following educator workforce lifecycle stages: induction, continuing professional development, and retention.

BY THE NUMBERS

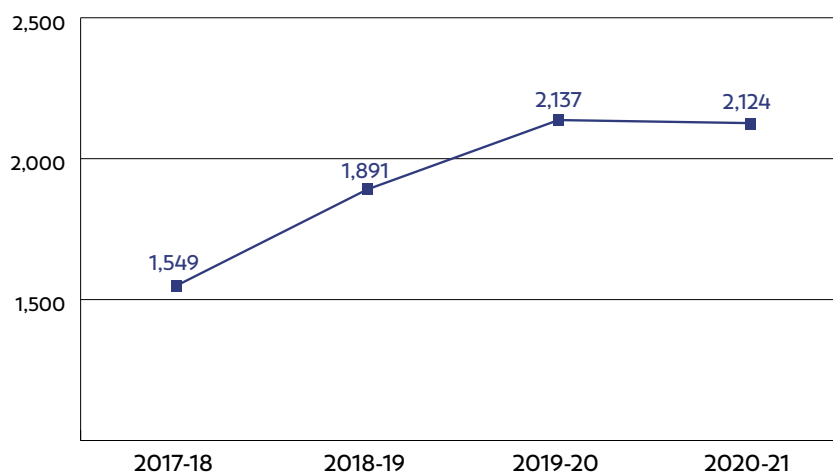
As of the 2021-22 school year, there were

- **1,160 organizations qualified** to provide Act 48 eligible professional development
- **22 Act 45 eligible courses** offered through the PDE **Pennsylvania Inspired Leadership (PIL) Program**

Between 2017-2020, there was

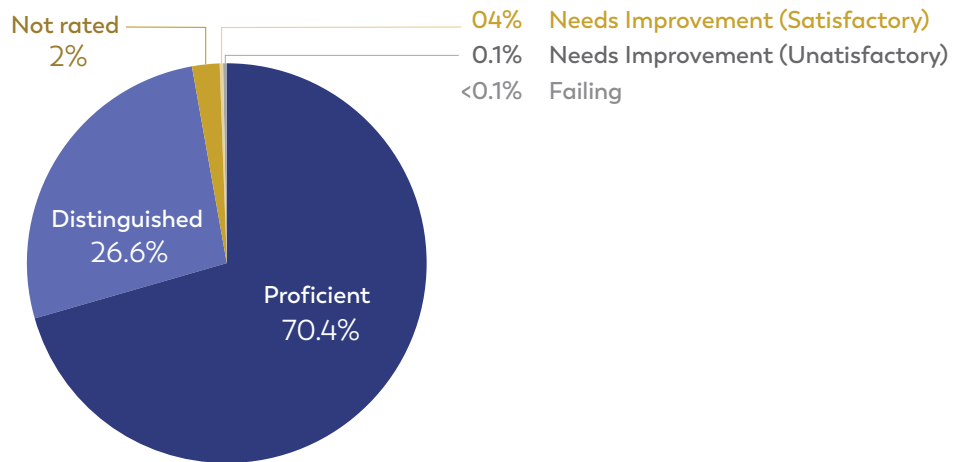
- An **average of 102,656 Act 48** hours awarded annually

FIGURE 7: Participation in the PA Inspired Leadership Program has increased significantly since 2017-18.



Source: PDE/PA Inspired Leadership (PIL) Program Enrollment Data 2017-18 through 2020-21.

FIGURE 8: Over 97% of teachers were rated as proficient or distinguished by their administrators in 2019-20.



Source: PDE Principal and Teacher Evaluation Survey, 2019-20

GOALS

1. By August 2025, 75% or more of educators will report that they had “extraordinary access” or “sufficient access” to relevant professional development opportunities that educators deem to be of high quality.
2. By August 2025, 75% or more of educators will complete a recognized high-quality professional learning experience in a PDE professional growth area.
3. By August 2025, 80% or more of educators that received CR-SE training will report that the CR-SE training was “highly effective” or “effective” at training them to teach a representative group of learners.

THEORY OF ACTION

If PDE does the following:

1. Works with early childhood providers, LEAs, IUs, and professional development experts to review, revise, and develop key domains for professional growth in order to improve and enhance educator access to high-quality and relevant professional learning experiences;
2. Modernizes existing data systems to enable PDE, educators, and other vested partners to conveniently monitor and report on professional learning experiences and its relationship to educator retention over time;
3. Supports the development of professional learning and leadership development experiences and resources for educators on practices that create favorable working conditions and support educator retention, such as new educator onboarding, mentorship, and induction, with a focus on retaining educators of color; and
4. Sponsors research that advances this focus area,

...then PDE will ensure that all educators have access to high-quality and relevant professional growth and leadership development opportunities.

IMPLEMENTATION

In order to implement the theory of action and achieve the goals listed above, PDE will need to do the following:

1. Enhance PDE's professional development database to capture a wider range of professional development providers and offerings, to capture details about education induction assignments, and to enable educators to more easily search for and connect with professional development offerings in areas of interest and need.
2. Solicit feedback from vested partners on how to improve existing training opportunities, suggestions for discontinuing existing trainings that are ineffective, and ideas for creating new training opportunities.
3. Solicit feedback from vested partners on how to improve and expand leadership pathway programs to ensure a pipeline of future school leaders.
4. Identify the data collection and reporting processes needed to measure progress on meeting the goals of this focus area.
5. Modify PDE's research agenda to advance the goals of this focus area and identify potential research partners and funding sources.
6. Establish a statewide network of expert training providers in PDE-identified areas of need.
7. Solicit feedback from vested partners to identify changes and improvements that will modernize existing data systems developed for professional development.
8. Develop recommendations on how to improve surveys that educators submit on their professional learning experiences.
9. Develop the data collection and reporting processes needed to measure progress on meeting the goals of this focus area, making the data publicly available and disseminated on a routine basis.
10. Develop research proposals to advance the goals of this focus area and submit them for funding to the appropriate funding sources.
11. Codify high-quality and relevant professional growth and leadership development opportunities through state law, regulations, or policy guidance in consultation with appropriate policy-making entities.