

**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

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**TO:** Members of the Maryland State Board of Education

**FROM:** Karen B. Salmon, Ph.D.

**DATE:** January 22, 2019

**SUBJECT:** Educator Preparation Programs: Standards and Competencies

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**PURPOSE:**

The purpose of this item is to provide information to the State Board of Education (SBOE) members for discussion and ultimately, determination of educator preparation program requirements to include entrance and exit requirements, clinical experience expectations, and the standards and competencies to be used for program approval. These educator preparation program requirements provide the basis for in-state pathways leading to initial Maryland Certification and are aligned to the Maryland State Department of Education's (MSDE) comprehensive plan to increase the rigor and accountability of educator certification and teacher preparation programs in Maryland.

**HISTORICAL BACKGROUND:**

Current Code of Maryland Regulations (COMAR) require the use of "Department-approved standards that are performance based, reflect contemporary thinking, and are supported by research, best practice and expert opinion." Department-approved standards may be found in the Institutional Performance Criteria (IPC). During the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction, subsequently resulting in the formation of the Teacher Induction, Retention and Advancement Act (TIRA) workgroup. On October 24, and December 1, 2017, the MSDE provided SBOE members an overview of the workgroup's final report, including significant changes to the approval process of educator preparation programs and a proposed action plan to address the workgroup's recommendations.

In response, the SBOE identified three members, Ms. Stephanie Izard, Dr. David Steiner, and Dr. Chester Finn, to review the current state of teacher preparation in Maryland and recommend changes to ensure that teachers in Maryland are prepared to be effective in the classroom. On May 22, 2018, the SBOE Teacher Preparation and Certification subcommittee shared their recommendations. Simultaneously, the Commission on Innovation and Education Excellence, through Workgroup 2, explored and is in the process of recommending reforms to educator preparation and certification in Maryland.

**EXECUTIVE SUMMARY:**

This item provides necessary information for the SBOE members to engage in a discussion and ultimately, make a determination about educator preparation program requirements to include entrance and exit requirements, clinical experience expectations, and the standards and competencies to be used for program approval. These decisions will provide the foundations for making decisions regarding the pathways to obtain an educator certificate in Maryland. The presentation provides specific decision points to the SBOE members so that the MSDE staff can develop policy and/or regulations related to the program approval and certification action plan. This plan includes items identified by the MSDE, the SBOE, the Professional Standards and Teacher Education Board, and recommendations of the Commission on Innovation and Education Excellence and the TIRA Workgroup.

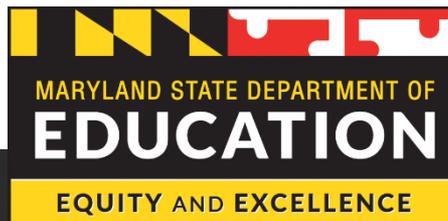
**ACTION:**

For discussion and approval.

Attachments (6):

Educator Preparation Programs Leading to Maryland Certification: Standards and Competencies PowerPoint Presentation  
Education Article §11-208  
COMAR 13A.07.06.01 *Program Approval*  
Pennsylvania Alternative Programs: IHE-Based Examples  
Believe and Prepare: Louisiana Teacher Preparation Competencies  
Performance Review Program for Initial Licensure (PRPIL)

# Educator Preparation Programs Leading to Maryland Certification Standards and Competencies



STATE BOARD MEETING

January 22, 2019

# Educator Preparation Program

**All States have Educator Preparation Programs that lead to Certification**

## **Approval of Educator Preparation Programs**

- State Approval
- National Accreditation
  - Council for the Accreditation of Educator Preparation (CAEP)
  - Association for Advancing Quality in Educator Preparation (AAQEP)
- Combination of State Approval and National Accreditation

**Education Article §11-208 governs approval of Maryland's educator preparation programs (EPPs) (attachment A)**

**Code of Maryland Regulations (COMAR) 13A.07.06.01 state the regulatory requirements for program approval (attachment B)**

# Education Article §11-208

**National Accreditation means a teacher education accreditation program offered by an agency recognized by the MSDE and the Maryland Higher Education Commission (MHEC)**

**National accrediting agency must use national professional standards that are comparable to the standards used by MSDE for approving teacher preparation programs**

**Maryland institutes of higher education(IHE's) can choose either national accreditation or approval by MSDE**

# COMAR 13A.07.06.01

## **Requires the use of MSDE approved standards that are:**

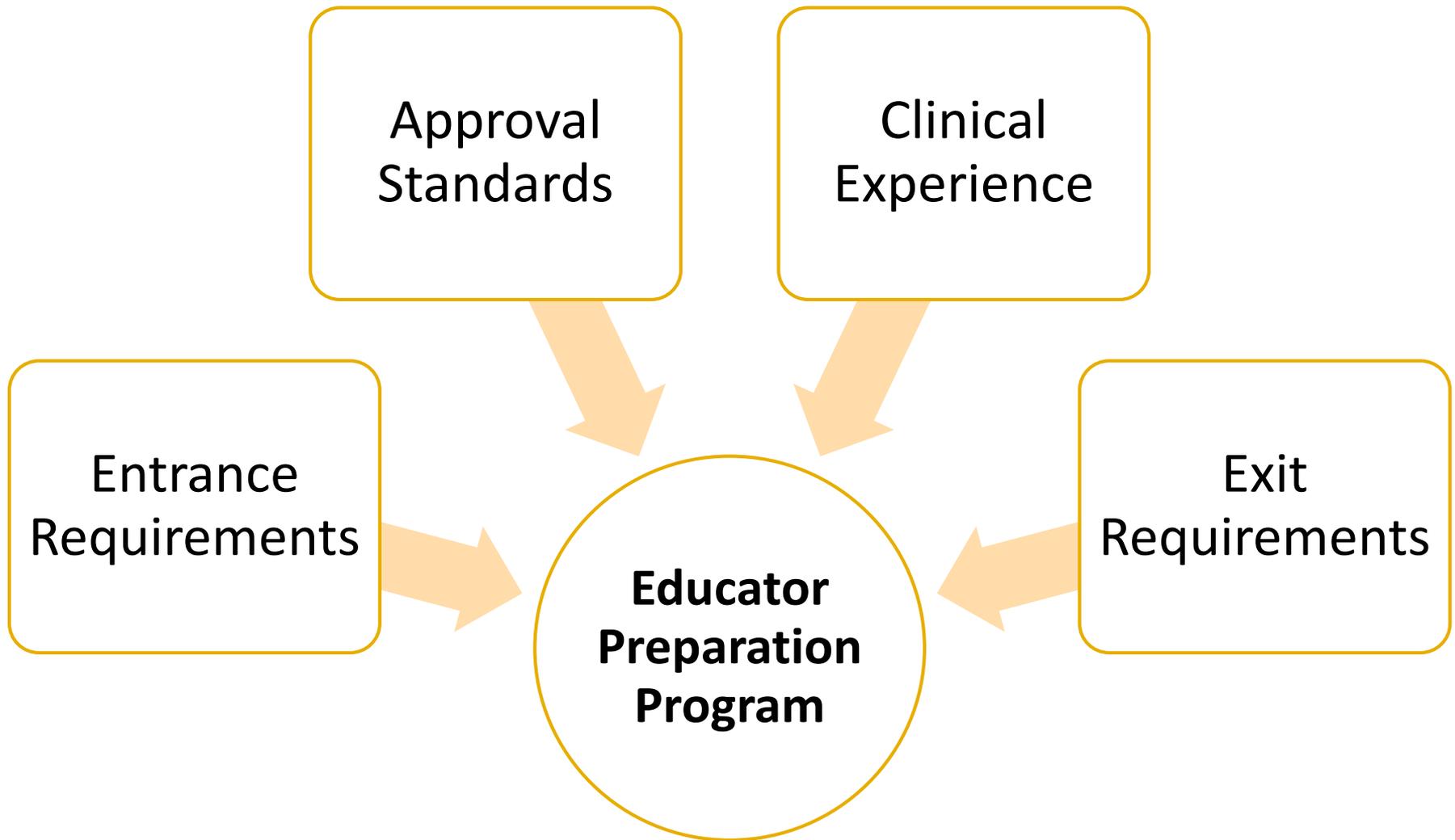
- performance based
- reflect contemporary thinking, and
- supported by research, best practices, and expert opinion

## **Requires the inclusion of reading courses identified in the certification regulations for:**

- early childhood
- elementary
- secondary
- prek-12
- generic special education

## **State Superintendent of schools has final authority regarding the continued approval of programs leading to certification**

# Maryland Approved Programs



# State Comparisons

	Maryland	Massachusetts	Delaware	Pennsylvania	New Jersey	Virginia
Number of Students	886,221	952,365	137,996	1,716,262	1,314,857	1,293,538
Number of Teachers	60,306	72,090	9,278	118,964	111,497	101,699
Student to Teacher Ratio	15:1	13:1	15:1	14:1	12:1	13:1
Expenditures per student in Fall Enrollment	\$14,774	\$17,381	\$16,350	\$15,017	\$20,566	\$11,141
Number of Districts	24	404	44	796	702	132
Average Salary	\$68,357	\$78,100	\$60,214	\$66,265	\$69,623	\$51,049

All Data: Obtained from Rankings of the States, 2017 and Estimates of School Statistics, NEA Research, April 2018

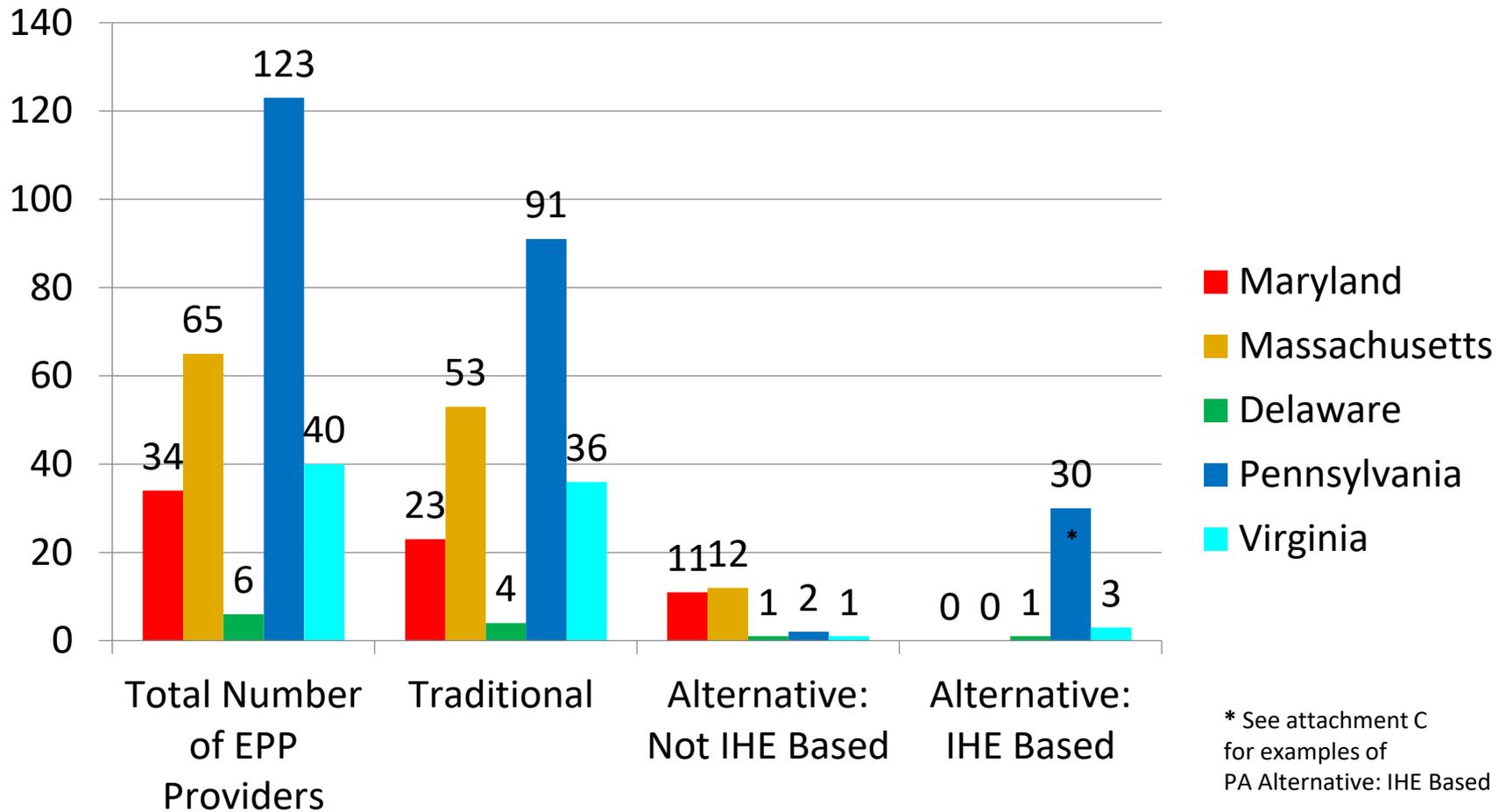
# Import vs. Export

## Credentials Issued In-State vs. Out-of-State

	Maryland	Massachusetts	Delaware	Pennsylvania	New Jersey	Virginia
In-State	53% 2,952	94% 6,007	69% 1,176	85% 8,249	90% 12,275	64% 5,627
Out-of-State	47% 2,635	6% 357	31% 535	15% 1,402	10% 1,326	36% 3,234
All data obtained from 2017 Title II Reports						

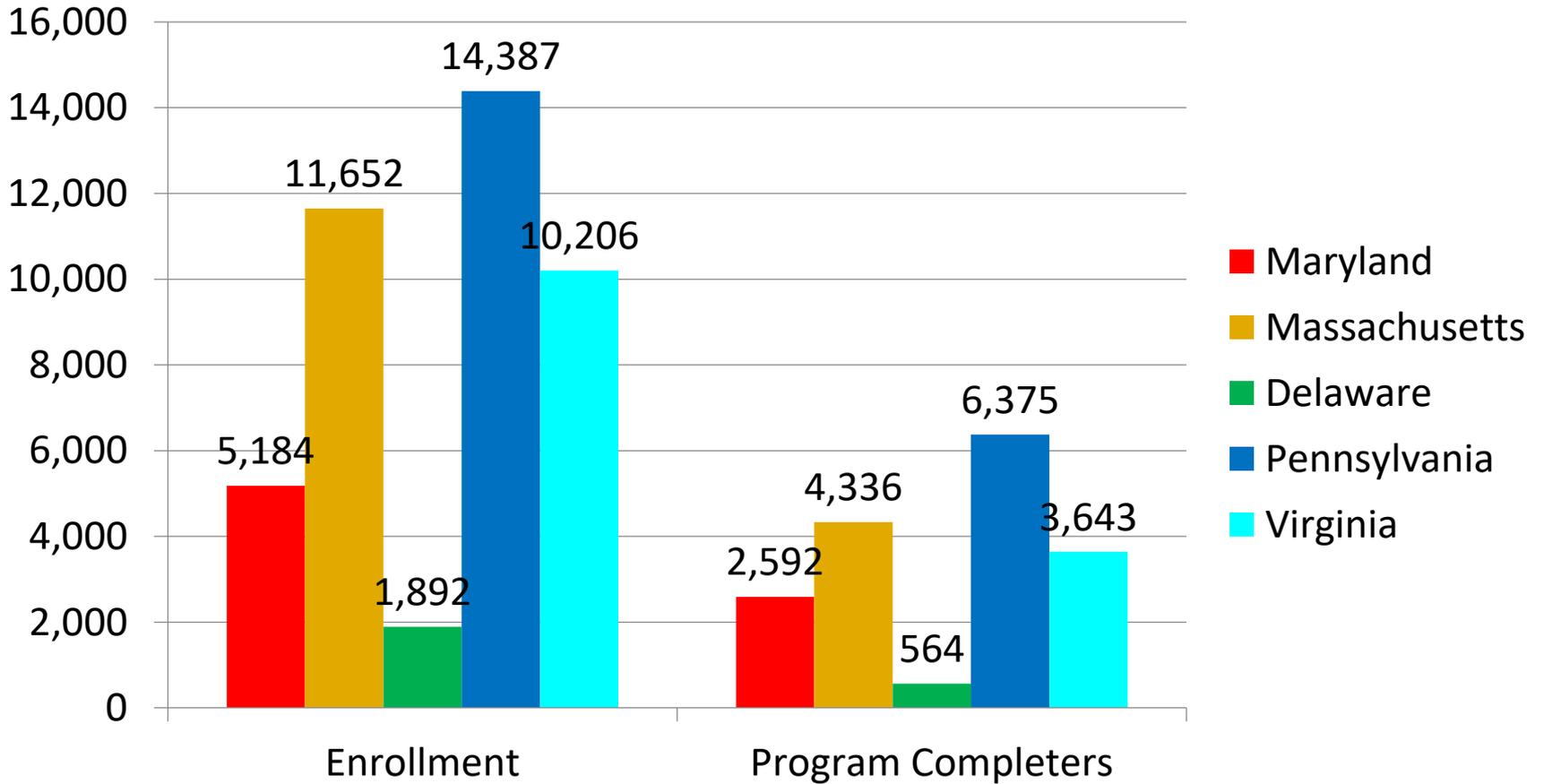
# Educator Preparation Provider Data

## 2017 Title II Report



# Enrollment and Completer Data

## 2017 Title II Report



# Benefits of Recommendations

## **Improved Quality of Educator Preparation Programs**

- Increased Rigor of Entrance and Exit Requirements
- Increased Clinical Experience Requirements
- Demonstration of National Content Standards and Maryland Competencies

## **Increased Efficiency/Streamlines Certification Structure**

- Providing both Traditional and Alternative Preparation Programs
- Allowing both in-state and out-of-state Pathways for obtaining Maryland certification
- Recognizing the uniqueness of Maryland's education community

# **Educator Preparation Programs Leading to Maryland Certification Entrance Requirements**



# Entrance Requirements: Current

## Maryland:

- **Traditional Program:** Determined by Institutes of Higher Education
  - Components may include: minimum GPA, test score, essay, interview, fingerprinting, background check, recommendation, etc.
- **Alternative Program:** Three (3) Options
  - Option 1: Qualifying score on a state-approved content test and 2.75 GPA
  - Option 2: BA with major matching the desired certification area and 2.75 GPA in major area
  - Option 3: BA with 30-hour core area of study matching desired certification area, regardless of the stated major, and 2.75 GPA in that content area required

## Delaware:

- GPA of at least 3.0 on a 4.0 scale, or
- GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, secondary or post-secondary;
- Demonstrate mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be College Ready on a test of general knowledge

## Massachusetts:

- **Traditional and Alternative Program:** Determined by the approved program
  - Components may include: minimum GPA, test score, essay, interview, fingerprinting, background check, recommendation, etc.

# Entrance Requirements

## Subcommittee Recommendations:

- Traditional Program:
  - 3.00 GPA or testing equivalent
    - Waiver of up to 10% of candidates with strong exit requirements
  - Testing equivalent to be determined
- Alternative Program:
  - 3.00 GPA or testing equivalent
    - Consideration of a 3.00 GPA in the last 60 credit hours of a completed baccalaureate degree
  - Graduate Record Examination (GRE) score to be considered

## Kirwan Commission Recommendations:

- Teacher preparation will be much more rigorous (Element 2a)
  - No specific language pertaining to entrance requirements

# Entrance Requirements

## MSDE Recommendations

### Traditional and Alternative

- **3.00 GPA or Testing Equivalent**
  - Waiver of up to 10% of candidates
  - IHE EPP to provide strategies and support to waiver candidates to assist individuals in meeting the requirements for certification
- **Testing Equivalent:**
  - Passing Score on the Praxis CORE, SAT, ACT, or GRE
- **Alternative Only:**
  - All of the above **PLUS**
  - Content Requirement:
    - Meets the qualifying score on a state-approved content assessment **OR**
    - BA with major matching the desired certification area (3.0 GPA) **OR**
    - BA with 30-hour core area of study matching desired certification area regardless of the stated major

**SBOE: Grant approval for the MSDE to develop EPP  
entrance regulations**

# Educator Preparation Programs Leading to Maryland Certification Exit Requirements

# Exit Requirements: **Current**

## Maryland

- Determined by Institutes of Higher Education

## Delaware

- Passing Score on a Content-Readiness Exam, as available and approved
- Passing Score on a Performance Assessment, as available and approved
  - Must consist of an evaluation of a candidate's teacher or professional practice via a portfolio of clinical assignments, including an evaluation of independent teaching or practice.
  - May not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers

## Massachusetts

- The *Guidelines for Program Approval* do not stipulate or address specific program exit requirements

# Exit Requirements

## **Subcommittee Recommendations:**

- Pilot the use of both the EdTPA and/or PPAT as an EPP program exit and initial certification requirement

## **Kirwan Commission Recommendations:**

- Raise standards for Certification (Element 2b)
  - Requiring teacher candidates to pass edTPA, PPAT, or a similar performance based assessment in order to exit a Maryland teacher preparation program
  - Pass State-specific exams of teacher mastery of reading instruction and content for elementary education (K-6) and for the middle and high school grade levels, comparable to Massachusetts
    - Reading assessment adopted for early childhood, elementary, special education (all grade bands), and ESOL during December 2018 SBOE meeting

# Exit Requirements

## MSDE Recommendations

- Demonstrate completion of IHE's required coursework
- Completion of clinical residency
  - Demonstration of Maryland competencies utilizing the State teacher evaluation tool
- Passing score on EdTPA and/or PPAT to measure a teacher's readiness to enter the classroom
- Passing score on the specific Praxis Content Assessment or American Council on the Teaching of Foreign Languages Assessment (foreign language areas) to measure a teacher's content knowledge

**SBOE: Grant approval for the MSDE to develop EPP exit regulations**

# **Educator Preparation Programs Leading to Maryland Certification Clinical Experience**

# Clinical Experience: **Current**

## **Maryland:**

- **Traditional Program:** 100 days of field-based preparation in PreK-12 schools with diverse populations, within two consecutive semesters, in sites collaboratively planned, and follow the Maryland Professional Development School Standards
- **Alternative Program:** Internship lasting from four to eight weeks with intensive supervision provided through daily supervision of classroom teaching and the observation of the supervising teacher

## **Delaware:**

- **Clinical Experiences:** Required throughout program, aligned with curriculum and with the area, subject, or category of certification sought
- **Capstone Clinical Residency:** Candidate is supervised on-site by a high quality cooperating teacher, receives ongoing support from a high quality supervisor, and is responsible for the instruction and classroom management of a roster of students

## **Massachusetts:**

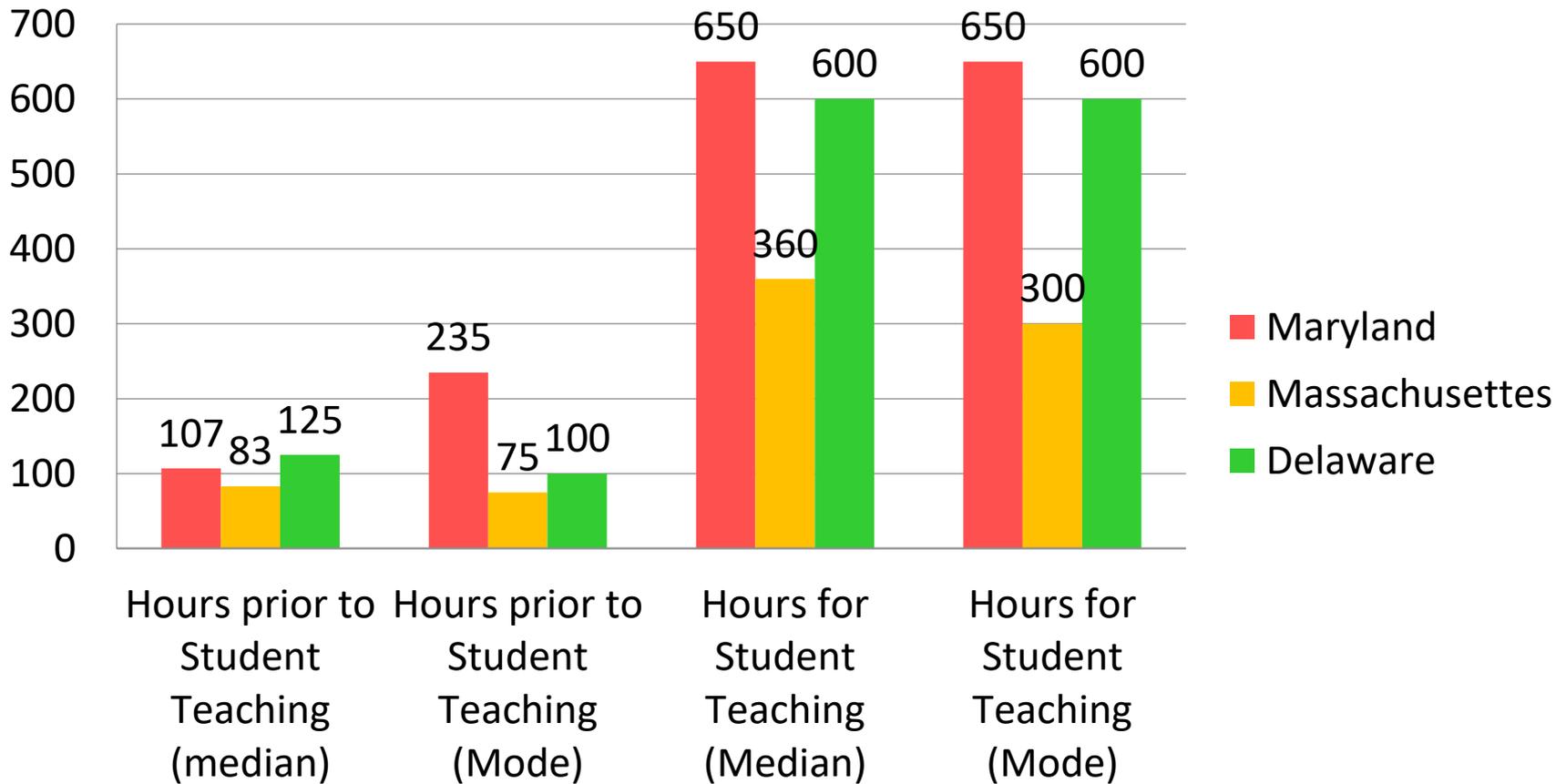
- **Pre-Practicum:** Begun early in the preparation program and integrated into courses and seminars
- **Practicum:** Jointly supervised by EPP and LEA, 300 hours of which the candidate must assume full responsibility for the classroom for a minimum of 100 hours

## **Louisiana:**

- **October 2016:** Adopted year long residency model and competency based curricula
- **July 2018:** All teacher preparation programs will include a year long residency

# Supervised Clinical Experience Requirements (Traditional)

## 2017 Title II Report



# Clinical Experience

## **Subcommittee Recommendations:**

- Maryland will move to a year-long residency
- Develop a plan to integrate the new teacher competencies into the practicum
- Develop model protocols for the development of Memorandum of Understandings (MOUs) between EPPs and LEAs regarding practicum/resident experience
- Create a model set of rubrics for EPP use

## **Commission Recommendations:**

- Full school year of practical experience prior to completing an undergraduate teacher education program (5-years following implementation of legislation)
- Experiences will be the shared responsibility of the LEAs and IHEs
- IHE's will collaborate with supervising/mentor teachers to evaluate teacher interns to ensure demonstration of required competencies
- Practicum can be consecutive or occur throughout the teacher training program
- May expand beyond the 120 credit limit and to 4.5 years to accomplish year long residency

# Clinical Experience

## MSDE Recommendations

- **Pre-Practicum:**

- Encourage multiple placements in diverse settings embedded throughout the educator preparation program
- Ensure alignment with curriculum and within the area, subject, or category of certification sought

- **Practicum:**

- Require a full-year clinical experience aligned with curriculum and within the area, subject, or category of certification sought
- Integrate the new teacher competencies into the experience and use the Maryland teacher evaluation used with teacher candidates, ensuring demonstration of required competencies
- Candidate receives ongoing supervision, support and feedback from an identified mentor teacher and joint supervision from IHE and LEA
- Candidate must assume full responsibility of the classroom for a minimum of 100 hours

## **SBOE: Grant approval for the MSDE to develop EPP clinical experience regulations**

# **Educator Preparation Programs Leading to Maryland Certification Standards and Competencies**

# Standards/Competencies: **Current**

## Three (3) approaches to EPP standards/competencies

- **National Standards:** Maryland, Delaware, New Jersey, Virginia, West Virginia
- **State Standards:** Massachusetts, Pennsylvania
- **Hybrid of the Two:** Louisiana
  - National Standards
    - **Other Special Education Areas:** Special Education and Academically Gifted Standards
    - **Middle Grades 4-8:** Science and Social Studies Standards
    - **Secondary Grades 6-12:** Agriculture, Business, Computer Science, Family and Consumer Science, Foreign Languages, Journalism, Science Education; Social Studies Education; and Technology Education
  - The Louisiana Teacher Preparation Competencies (attachment D)
    - **General Competencies:** All Educators
    - **Special Education Teacher Competencies:** Special Educators
    - **English Language Arts and Literacy Competencies:** Early Childhood, Elementary, Middle (4-8) and Secondary (6-12)
    - **Disciplinary Literacy Competencies:** Content Area Educators: Middle and Secondary
    - **Mathematics Teacher Competencies:** Early Childhood, Elementary, Middle and Secondary
    - **Early Childhood Competencies:** Early Childhood Educators (Birth – Kindergarten)

# Current Maryland Standards

<b>Subject</b>	<b>Standard(s)</b>
<b>Early Childhood</b>	National Association for the Education of Young Children (NAEYC)
<b>Elementary</b>	Association for Childhood Education International (ACEI) Council for the Accreditation of Educator Preparation (CAEP)
<b>Middle School</b>	Association for Middle Level Education (AMLE) + Subject Standards
<b>English</b>	National Council of Teachers of English (NCTE)
<b>Mathematics</b>	National Council of Teachers of Math (NCTM)
<b>Science</b>	Next Generation Science Standards (NGSS) National Science Teachers Association (NSTA)
<b>Social Studies</b>	National Council for Social Studies (NCSS)
<b>Special Education</b>	Council for Exceptional Children (CEC)
<b>ESOL</b>	Teaching English to Speakers of Other Languages (TESOL)
<b>All Subjects: Pedagogy</b>	Interstate Teacher Assessment and Support Consortium (InTASC)

# States Using National Standards

Content Area	Maryland	Delaware	New Jersey	Virginia	West Virginia	Louisiana
<b>Early Childhood</b>	NAEYC	NAEYC	NAEYC	NAEYC	NAEYC	LA Early Childhood Competencies
<b>Elementary</b>	ACEI/CAEP	ACEI/CAEP	ACEI/CAEP	ACEI/CAEP	ACEI/CAEP	LA Competencies
<b>Middle School</b>	AMLE + Subject Standards	AMLE (Eng. & math) NSTA (science) NCSS (social studies)	LA ELA Competencies (Eng.) NSTA (science) NCSS (social studies)			
<b>English</b>	NCTE	NCTE	NCTE	NCTE	NCTE	LA ELA Competencies
<b>Mathematics</b>	NCTM	NCTM	NCTM	NCTM	NCTM	LA Math Competencies
<b>Science</b>	NGSS/NSTA	NSTA	NSTA	NSTA	NSTA	NSTA
<b>Social Studies</b>	NCSS	NCSS	NCSS	NCSS	NCSS	NCSS
<b>Special Education</b>	CEC	CEC	CEC	CEC	CEC	CEC LA Sp.Ed. Competencies
<b>ESOL</b>	TESOL	TESOL	TESOL	TESOL	TESOL	TESOL

**Note:** PA and MA use state developed standards

# Standards/Competencies

## Subcommittee Recommendations:

- Determine and develop specific subject and grade level competencies
- Competencies for teaching special education and English language learners will be included
- Course content must bear directly on knowledge required for teaching
  - Elementary Education must include courses in reading, math, science, and social studies.

## Kirwan Commission Recommendations

- Teacher preparation will be much more rigorous (Element 2a)
  - Pass a set of courses and demonstrate competency to:
    - Understand basic research skills and methods
    - Teach the Maryland curriculum frameworks to students from different racial, ethnic, and economic backgrounds and different learning abilities and social/emotional needs
    - Conduct expert assessment of the typical deficits of students as well as the techniques most likely to help those deficits
    - Recognize and effectively use high-quality instructional materials (including online) and to adapt existing curriculum
    - Effectively manage student behavior
  - Elementary teachers to take courses in the core subjects

# Standards/Competencies

## MSDE Recommendations

- Adopt the use of National Standards for Content
- Adopt the use of the InTASC Standards for Pedagogy
- Require Elementary Education Programs to offer a minimum of 12 semester hours of social studies, reading, math, and science and assure methods coursework is in the content area
- Develop Maryland Competencies as follows:
  - **General Competencies**
    - To include communication and collaboration with students, colleagues, families to support student learning and development;
    - Design and deliver effective instruction to all students including students with exceptionalities and students in need of academic intervention
    - Use research, assessment, and differentiation to meet individual student differences
  - **Elementary and Secondary Literacy**
    - Review standards currently in place
  - **Mathematics Pedagogy**
    - To require candidates to apply knowledge of mathematical topics to develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems

# Standards/Competencies

## **MSDE Recommendations (Continued)**

- **Ethics:** Adopt the Model Code of Ethics and require integration into the educator preparation programs and local school system induction programs
- **Cultural Responsiveness:** Require the use of the *Preparing Educators for high Poverty/Culturally and Linguistically Diverse Schools Manual* in educator preparation programs and local school system induction programs
- **Integration of the Maryland Teacher Evaluation:** Require the use of the Maryland teacher evaluation to evaluate teacher candidates in their clinical experience

**SBOE: Grant approval for the MSDE to adopt a hybrid model using national and Maryland specific standards and competencies**

**SBOE: Grant approval for the MSDE to adopt the use of national and InTASC standards for content and pedagogy**

**SBOE: Grant approval for the MSDE to develop Maryland Competencies (general, literacy, Mathematics, ethics, and cultural responsiveness)**

# **Educator Certification:** Transforming Pathways to Certification Recommendations

# In-State

## Maryland Approved Program

- Complete a Maryland approved traditional educator preparation program and test requirements
  - Defined and approved by SBOE and PSTEB
- In accordance with the **new** entrance, exit, clinical experience, and standards and competency requirements, as discussed

**Agreed on 12.4.18:** Accept traditional approved educator preparation program pathway

# In-State

## Maryland Approved Alternative Preparation Program

- Complete a Maryland approved alternative educator preparation program and Maryland test requirements
  - Defined and approved by SBOE and PSTEB
- In accordance with the **new** entrance, exit, clinical experience, and standards and competency requirements, as discussed

**SBOE: Grant MSDE permission to develop regulatory language for alternative approved educator preparation program pathway**

# In-State

## Performance Review Option

- Consider adopting a process such as the Massachusetts Performance Review Program for Initial Licensure (PRPIL) (attachment E)
  - MA uses as option for teachers who have experience and some coursework, but have not completed an approved initial licensure program
- Conducted by a department approved provider that determines if the individual exhibits the competence in the state standards
  - **Eligibility:** provisional license in the field/level, 3 years of experience, completed 120 hours of educational coursework/training related to the pedagogy, currently teaching the subject and grade level, complete a mentoring program, and recommendation from current principal
  - **Classroom Observations:** Four (4), using State observation form
  - **Receive Mentoring:** Provide general support, guidance, and feedback, conduct two unannounced observations, participate in all meetings, use formative and summative ratings
  - **Portfolio:** Observations, formative and summative assessments, evidence for each of the standards as required by State, personal reflections

**SBOE: Grant the MSDE permission to develop regulatory language for performance review program pathway**

# In-State

## Experienced Nonpublic School Teacher

- Submit verification of 5 years of effective teaching experience in the area being sought from a Maryland approved or accredited nonpublic school
- Present a bachelor's or higher degree
- Present passing scores on Maryland tests in area being sought

**SBOE: Grant permission for the MSDE to develop regulatory language for nonpublic experience pathway**

# Statute Text

## Article - Education

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§11-208.

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department and the Commission.

(b) (1) An institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(i) Approval to operate by the Commission or under operation of law; and

(ii) 1. National accreditation; or

2. Approval by the Department.

(2) An institution of higher education shall determine whether to seek national accreditation or approval by the Department as described under paragraph (1) of this subsection.

(c) When determining whether an accrediting agency is recognized, the Department and the Commission shall consider whether the national accrediting agency uses national professional standards that are comparable to the standards that are used by the Department when approving a teacher preparation program.

(d) The Department and the Commission shall jointly agree on the standards used by the Department to determine approval under subsection (b)(1)(ii) of this section.

(e) The national accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.

(f) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support, available on request, to assist institutions of higher education in the State that seek national accreditation or approval by the Department under subsection (b) of this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency.

(g) The Department shall adopt regulations to implement this section.

(h) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

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# Attachment C

## Pennsylvania Alternative Programs: IHE-Based Examples

List of **approved certification programs** including Intern Program Approval and Alternative Providers

**Alternative Program Providers:** All programs offered by alternative providers in PA are post-baccalaureate programs. In PA alternative certification program providers include Intermediate Units, Local Education Agencies (LEAs), and other entities. At the current time, the following programs are recognized by PDE for certification purposes.

- Approved Alternative Program Providers (List included)
- Teacher Intern Certification Programs
- The American Board

**Teacher Intern Certification Programs:** Pennsylvania's teacher intern certification is a professional certificate that entitles the holder to fill a full-time professional teaching position. The teacher intern certification program is an alternate route to certification through an approved Pennsylvania program provider.

- List of Approved teacher Intern Certification Programs

**The American Board:** PA allows a teacher holding the Passport to Teaching credential issued by the American Board may be eligible for a Pennsylvania Instructional I certificate in the subject areas of secondary English, mathematics, general sciences, physics, chemistry; or biology.



## Approved Certification Programs

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### **AGRICULTURE (PK-12)**

Delaware Valley University\*  
Pennsylvania State University/Main\*

Waynesburg University  
Wilkes University

### **ARABIC (PK-12)**

Wilson College\*

### **AUTISM ENDORSEMENT (PK-12)**

Arcadia University  
Cabrini University  
California University of Pa  
Carlow University  
Clarion University of Pa/Main  
Delaware County Intermediate Unit\*\*  
Drexel University  
Duquesne University  
Eastern University  
Edinboro University  
Gannon University  
Gwynedd Mercy University  
Holy Family University  
Indiana University of Pa/Main  
King's College  
Kutztown University of Pa  
La Roche College  
La Salle University  
Marywood University  
Mercyhurst College  
Messiah College  
Neumann University  
Pennsylvania State University/Main  
Robert Morris University  
Saint Francis University  
Saint Joseph's University  
Seton Hill University  
Slippery Rock University  
Temple University/Main  
University of Pittsburgh/Pittsburgh Campus  
Waynesburg University  
West Chester University of Pa  
Wilkes University  
Wilson College

### **ART (PK-12)**

Albright College  
Arcadia University  
Bucknell University  
California University of Pa  
Carlow University  
Chatham College  
Edinboro University of Pa  
Elizabethtown College  
Holy Family University\*  
Indiana University of Pa/Main  
Keystone College  
Kutztown University of Pa  
Lebanon Valley College  
Lycoming College\*  
Marywood University\*  
Mercyhurst College  
Messiah College  
Millersville University of Pa\*  
Moore College of Art & Design\*  
Moravian College/Theo Seminary  
Pennsylvania State University/Main  
Rosemont College  
Saint Joseph's University  
Saint Vincent College  
Seton Hill University  
Shippensburg University  
Temple University/Main\*  
University of the Arts (The)  
Washington & Jefferson College

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\*Intern Program Approval

\*\*Alternative Provider

Updated 12/13/2018

## **BIOLOGY (7-12)**

Albright College  
Alvernia University\*  
American Board (ABCTE)\*\*  
Arcadia University  
Bloomsburg University\*  
Bryn Mawr College  
Bucknell University  
Cabrini University\*  
California University of Pa\*  
Carlow University  
Cedar Crest College  
Chatham College  
Chestnut Hill College\*  
Clarion University of Pa/Main  
De Sales University\*  
Delaware Valley University  
Drexel University\*  
Duquesne University\*  
East Stroudsburg University of Pa\*  
Eastern University\*  
Edinboro University of Pa  
Elizabethtown College  
Gannon University  
Geneva College  
Gettysburg College  
Grove City College  
Gwynedd Mercy University\*  
Holy Family University\*  
Immaculata University\*  
Indiana University of Pa/Main  
Juniata College  
King's College  
Kutztown University of Pa  
La Salle University\*  
Lebanon Valley College  
Lehigh University  
Lock Haven University of Pa  
Lycoming College\*  
Marywood University\*  
Mercyhurst College  
Messiah College  
Millersville University of Pa\*  
Misericordia University  
Moravian College  
Mount Aloysius College  
Muhlenberg College  
Neumann University  
Pennsylvania State University/Main  
Point Park University

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\*Intern Program Approval

\*\*Alternative Provider

Relay Graduate School of Education\*\*  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University\*  
Saint Vincent College  
Seton Hill University  
Shippensburg University of Pa  
Slippery Rock University  
Susquehanna University\*  
Swarthmore College  
Temple University/Main\*  
Thiel College  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Pittsburgh/Bradford  
University of Pittsburgh/Greensburg  
University of Pittsburgh/Johnstown  
University of Scranton  
Ursinus College  
Villanova University  
Washington & Jefferson College  
Waynesburg University  
West Chester University of Pa  
Westminster College  
Widener University\*  
Wilkes University\*  
Wilson College\*  
York College of Pa

## **BUSINESS-COMPUTER-INFO TECH (PK-12)**

Bloomsburg University of Pa\*  
Immaculata University\*  
Indiana University Pa/Main\*  
Mercyhurst College  
Robert Morris University  
Saint Vincent College  
Seton Hill University  
Shippensburg University of Pa  
Temple University/Main\*  
University of Pittsburgh/Bradford  
Wilson College\*

## **CHEMISTRY (7-12)**

Albright College  
Alvernia University\*  
American Board (ABCTE)\*\*

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Arcadia University  
 Bloomsburg University of Pa\*  
 Bryn Mawr College  
 Bucknell University  
 Cabrini University\*  
 California University of Pa\*  
 Carlow University  
 Cedar Crest College  
 Chatham College  
 Chestnut Hill College\*  
 Clarion University of Pa/Main  
 De Sales University\*  
 Delaware Valley University  
 Drexel University\*  
 Duquesne University\*  
 East Stroudsburg University of Pa\*  
 Eastern University\*  
 Edinboro University of Pa  
 Elizabethtown College  
 Geneva College  
 Gettysburg College  
 Grove City College  
 Holy Family University  
 Immaculata University\*  
 Indiana University of Pa/Main  
 Juniata College  
 King's College  
 Kutztown University of Pa  
 La Salle University  
 Lebanon Valley College  
 Lehigh University  
 Lock Haven University of Pa  
 Lycoming College\*  
 Mercyhurst College  
 Messiah College  
 Millersville University of Pa\*  
 Misericordia University  
 Moravian College  
 Muhlenberg College  
 Pennsylvania State University/Main  
 Relay Graduate School of Education\*\*  
 Rosemont College  
 Saint Francis University  
 Saint Joseph's University\*  
 Saint Vincent College  
 Seton Hill University  
 Shippensburg University of Pa  
 Slippery Rock University  
 Susquehanna University\*  
 Swarthmore College

Temple University/Main\*  
 Thiel College  
 University of Pennsylvania\*  
 University of Pittsburgh/Pittsburgh Campus\*  
 University of Pittsburgh/Bradford  
 University of Pittsburgh/Greensburg  
 University of Pittsburgh/Johnstown  
 University of Scranton  
 Ursinus College  
 Villanova University  
 Washington & Jefferson College  
 Waynesburg University  
 West Chester University of Pa  
 Westminster College  
 Widener University\*  
 Wilkes University\*  
 Wilson College\*

### CHINESE (PK-12)

Bryn Mawr College  
 East Stroudsburg University  
 Eastern University\*  
 Messiah College  
 Saint Vincent College  
 University of Pennsylvania  
 University of Pittsburgh/Pittsburgh Campus\*  
 Wilson College\*

### CITIZENSHIP EDUCATION (7-12)

Bloomsburg University of Pa\*  
 Bryn Mawr College  
 Eastern University\*  
 Elizabethtown College  
 Gettysburg College  
 Holy Family University  
 Immaculata University\*  
 Indiana University of Pa/Main  
 King's College  
 Kutztown University of Pa  
 La Salle University\*  
 Lebanon Valley College  
 Mercyhurst College  
 Misericordia University  
 Moravian College  
 Muhlenberg College  
 Pennsylvania State University/Main  
 Point Park University  
 Robert Morris University

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Rosemont College  
Saint Francis University  
Saint Joseph's University  
Seton Hill University  
Susquehanna University\*  
Swarthmore College  
Temple University/Main\*  
Thiel College  
University of Scranton  
Villanova University  
Waynesburg University

### **COMMUNICATIONS (7-12)**

Bloomsburg University of Pa\*  
Cabrini University\*  
California University of Pa\*  
De Sales University\*  
East Stroudsburg University of Pa\*  
Eastern University\*  
Grove City College  
La Salle University\*  
Marywood University\*  
Moravian College  
Pennsylvania State University/Main  
Robert Morris University  
University of Scranton  
Villanova University  
Wilkes University

### **COOPERATIVE EDUCATION (7-12)**

Indiana University of Pa/Main  
Pennsylvania State University/Main\*  
Temple University/Main\*

### **CREATIVE MOVEMENT (PK-12)**

Slippery Rock University of Pa

### **EARTH & SPACE SCIENCE (7-12)**

Bloomsburg University of Pa\*  
Bryn Mawr College  
California University of Pa\*  
Clarion University of Pa/Main  
Drexel University\*  
East Stroudsburg University of Pa\*  
Edinboro University of Pa  
Indiana University of Pa/Main

Juniata College  
Kutztown University of Pa  
La Salle University\*  
Lehigh University  
Lock Haven University of Pa  
Mansfield University of Pa  
Mercyhurst College  
Millersville University of Pa\*  
Pennsylvania State University/Main  
Shippensburg University of Pa  
Slippery Rock University  
Susquehanna University  
Temple University/Main\*  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Pittsburgh/Johnstown  
West Chester University of Pa  
Widener University  
Wilkes University\*

### **ELEMENTARY & SECONDARY SCHOOL COUNSELOR (PK-12)**

Bloomsburg University of Pa  
California University of Pa  
Duquesne University  
Eastern University  
Edinboro University of Pa  
Geneva College  
Gwynedd Mercy University  
Holy Family University  
Immaculata University  
Indiana University of Pa/Main  
Kutztown University of Pa  
Lancaster Bible College  
Lehigh University  
Marywood University  
Mercyhurst University  
Messiah College  
Millersville University of Pa  
Pennsylvania State University/Main  
Rosemont College  
Saint Vincent University  
Shippensburg University of Pa  
Slippery Rock University of Pa  
Temple University/Main  
University of Pennsylvania  
University of Scranton  
Villanova University  
West Chester University of Pa

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Westminster College  
Widener University

### **ENGLISH (7-12)**

Albright College  
Alvernia University  
American Board (ABCTE)\*\*  
Arcadia University  
Bloomsburg University of Pa\*  
Bryn Mawr College  
Bucknell University  
Cabrini University\*  
Cairn University  
California University of Pa\*  
Carlow University  
Cedar Crest College  
Chatham College  
Chestnut Hill College\*  
Clarion University of Pa/Main  
Clarks Summit University  
De Sales University\*  
Delaware Valley University  
Drexel University\*  
Duquesne University\*  
East Stroudsburg University of Pa\*  
Eastern University\*  
Edinboro University of Pa  
Elizabethtown College  
Gannon University  
Geneva College  
Gettysburg College  
Grove City College  
Gwynedd Mercy University\*  
Holy Family University\*  
Immaculata University\*  
Indiana University of Pa/Main\*  
Juniata College  
King's College  
Kutztown University of Pa  
La Roche College  
La Salle University\*  
Lebanon Valley College  
Lehigh University  
Lock Haven University of Pa  
Lycoming College\*  
Mansfield University of Pa  
Marywood University\*  
Mercyhurst College  
Messiah College

Millersville University of Pa\*  
Misericordia University  
Moravian College  
Mount Aloysius College  
Muhlenberg College  
Neumann University  
Pennsylvania State University/Main  
Pennsylvania State University/Harrisburg  
Point Park University  
Relay Graduate School of Education\*\*  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University\*  
Saint Vincent College  
Seton Hill University  
Shippensburg University of Pa  
Slippery Rock University of Pa  
Susquehanna University\*  
Swarthmore College  
Temple University/Main\*  
Thiel College  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Pittsburgh/Bradford  
University of Pittsburgh/Greensburg  
University of Pittsburgh/Johnstown  
University of Scranton  
University of Valley Forge  
Ursinus College  
Villanova University  
Washington & Jefferson College  
Waynesburg University  
West Chester University of Pa  
Westminster College  
Widener University\*  
Wilkes University\*  
Wilson College\*  
York College of Pa

### **ENGLISH AS A SECOND LANGUAGE (PK-12)**

Allegheny Intermediate Unit\*\*  
Alvernia University  
Appalachia Intermediate Unit\*\*  
Arcadia University  
Beaver Valley Intermediate Unit\*\*  
Bloomsburg University  
Bucknell University

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Cabrini University  
 Cairn University  
 California University  
 Capital Area Intermediate Unit\*\*  
 Cedar Crest College  
 Chester County Intermediate Unit \*\*  
 De Sales University  
 Delaware County Intermediate Unit \*\*  
 Drexel University  
 Duquesne University  
 East Stroudsburg University  
 Eastern Mennonite University of Lancaster  
 Eastern University  
 Edinboro University of Pa  
 Elizabethtown College  
 Gannon University  
 Holy Family University  
 Immaculata University  
 Indiana University of Pa  
 Intermediate Unit 1\*\*  
 King's College  
 Kutztown University  
 La Salle University  
 Lancaster Bible College  
 Lehigh University  
 Marywood University  
 Mercyhurst University  
 Messiah College  
 Midwestern Intermediate Unit\*\*  
 Millersville University  
 Montgomery County Intermediate Unit\*\*  
 Moravian College  
 Northeastern Educ. Intermediate Unit \*\*  
 Pennsylvania State University/Main  
 Pennsylvania State University/Harrisburg  
 Pittsburgh Public Schools\*\*  
 Robert Morris University  
 Rosemont College  
 Saint Francis University  
 Saint Joseph's University  
 Saint Vincent College  
 Seneca Highlands Intermediate Unit\*\*  
 Shippensburg University of Pa  
 Susquehanna University  
 Temple University/Main  
 University of Pennsylvania  
 University of Pittsburgh/Pittsburgh Campus  
 University of Pittsburgh/Johnstown  
 West Chester University of Pa  
 Wilkes University

Wilson College

## ENVIRONMENTAL EDUCATION (PK-12)

Chatham College  
 Drexel University\*  
 Gettysburg College  
 Grove City College  
 La Salle University\*  
 Messiah College  
 Muhlenberg College  
 Pennsylvania State University/Main  
 Saint Vincent College  
 Ursinus College  
 Waynesburg University

## FAMILY-CONSUMER SCIENCE (PK-12)

Immaculata University\*  
 Indiana University of Pa/Main\*  
 Marywood University\*  
 Mercyhurst College  
 Messiah College  
 Seton Hill University

## FRENCH (PK-12)

Albright College  
 Bloomsburg University of Pa\*  
 Bryn Mawr College  
 Bucknell University  
 California University of Pa\*  
 Chatham College  
 Chestnut Hill College\*  
 Clarion University of Pa/Main  
 De Sales University  
 Duquesne University  
 East Stroudsburg University of Pa\*  
 Eastern University\*  
 Gettysburg College  
 Grove City College  
 Holy Family University  
 Immaculata University\*  
 Indiana University of Pa/Main  
 Juniata College  
 King's College  
 La Salle University\*  
 Lebanon Valley College  
 Lycoming College\*

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Marywood University\*  
 Mercyhurst College  
 Messiah College  
 Millersville University of Pa\*  
 Moravian College  
 Muhlenberg College  
 Pennsylvania State University/Main  
 Rosemont College  
 Saint Francis University  
 Saint Joseph's University\*  
 Saint Vincent College  
 Seton Hill University  
 Shippensburg University of Pa  
 Slippery Rock University of Pa  
 Susquehanna University\*  
 Swarthmore College  
 Temple University/Main\*  
 Thiel College  
 University of Pennsylvania\*  
 University of Pittsburgh/Pittsburgh Campus\*  
 University of Scranton  
 Ursinus College  
 Villanova University  
 Washington & Jefferson College  
 West Chester University of Pa  
 Westminster College  
 Wilkes University  
 Wilson College\*

### GENERAL SCIENCE (7-12)

American Board (ABCTE)\*\*  
 Arcadia University  
 Bloomsburg University of Pa\*  
 Bucknell University  
 Carlow University  
 Clarion University of Pa/Main  
 Clarks Summit University  
 Delaware Valley University  
 Drexel University\*  
 East Stroudsburg University of Pa\*  
 Elizabethtown College  
 Gettysburg College  
 Grove City College  
 Immaculata University  
 Indiana University of Pa/Main  
 Juniata College  
 King's College  
 Kutztown University of Pa  
 La Salle University\*

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Lehigh University  
 Lock Haven University of Pa  
 Lycoming College\*  
 Mansfield University of Pa  
 Marywood University\*  
 Mercyhurst College  
 Moravian College/Theo Seminary  
 Mount Aloysius College  
 Neumann University  
 Pennsylvania State University/Main  
 Relay Graduate School of Education\*\*  
 Saint Francis University  
 Saint Joseph's University\*  
 Shippensburg University of Pa  
 Susquehanna University\*  
 Temple University/Main\*  
 Thiel College  
 University of Pennsylvania\*  
 University of Pittsburgh/Pittsburgh Campus\*  
 University of Pittsburgh/Johnstown  
 University of Scranton  
 Ursinus College  
 Villanova University  
 Waynesburg University  
 West Chester University of Pa  
 Wilkes University\*  
 York College of Pa

### GERMAN (PK-12)

Bloomsburg University of Pa\*  
 Chatham College  
 Duquesne University  
 East Stroudsburg University of Pa\*  
 Gettysburg College  
 Indiana University of Pa/Main  
 Juniata College  
 Kutztown University of Pa  
 La Salle University\*  
 Lebanon Valley College  
 Lycoming College\*  
 Messiah College  
 Millersville University of Pa\*  
 Moravian College  
 Pennsylvania State University/Main  
 Rosemont College  
 Saint Joseph's University\*  
 Susquehanna University\*  
 Swarthmore College  
 Temple University/Main\*

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University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Scranton  
Ursinus College  
Villanova University  
Washington & Jefferson College  
West Chester University of Pa  
Wilkes University  
Wilson College\*

### **GIFTED ENDORSEMENT (PK-12)**

Cabrini University  
Clarion University  
Delaware County Intermediate Unit\*\*  
Immaculata University  
Millersville University of Pa  
Seneca Highlands Intermediate Unit\*\*  
University of Pittsburgh/Greensburg  
Wilkes University

### **GRADES 4-8**

Albright College  
Alvernia University  
Bloomsburg University of Pa  
Cabrini University  
California University of Pa  
Carlow University  
Cedar Crest College  
Chatham University  
Chestnut Hill College\*  
Clarion University  
Drexel University\*  
Duquesne University\*  
East Stroudsburg University of Pa  
Eastern University  
Edinboro University of Pa  
Elizabethtown College  
Gannon University  
Geneva College  
Grove City College  
Gwynedd Mercy University  
Holy Family University\*  
Immaculata University  
Indiana University of Pa  
Keystone College  
King's College  
Kutztown University of Pa  
La Roche College

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La Salle University\*  
Lancaster Bible College  
Lock Haven University of Pa  
Marywood University  
Mercyhurst College  
Messiah College  
Millersville University of Pa  
Misericordia University  
Moravian College  
Mount Aloysius College  
Muhlenberg College  
Pennsylvania State University/Harrisburg  
Pennsylvania State University/Main  
Point Park University  
Relay Graduate School of Education\*\*  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University  
Saint Vincent College  
Seton Hill University  
Shippensburg University of PA  
Slippery Rock University  
Temple University/Main  
University of Pennsylvania\*  
University of Pittsburgh/Johnstown  
University of Scranton  
University of Valley Forge  
Washington & Jefferson College  
Waynesburg University  
West Chester University of Pa  
Widener University  
Wilkes University  
Wilson College\*  
York College of Pa

### **GRADES PK-4**

Albright College  
Alvernia University  
Arcadia University  
Bloomsburg University of Pa  
Bryn Athyn College  
Bucknell University  
Cabrini University  
Cairn University  
California University  
Carlow University  
Chatham University  
Chestnut Hill College\*

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Cheyney University  
 Clarion University  
 Clarks Summit University  
 De Sales University  
 Drexel University\*  
 Duquesne University\*  
 East Stroudsburg University of Pa  
 Eastern University\*  
 Edinboro University of Pa  
 Elizabethtown College  
 Gannon University\*  
 Geneva College  
 Grove City College  
 Gwynedd Mercy University  
 Holy Family University\*  
 Immaculata University  
 Indiana University of Pa  
 Juniata College  
 Keystone College  
 King's College  
 Kutztown University of Pa  
 La Roche College  
 La Salle University\*  
 Lancaster Bible College  
 Lebanon Valley College  
 Lehigh University  
 Lincoln University\*  
 Lock Haven University of Pa  
 Lycoming College  
 Mansfield University of Pa  
 Marywood University\*  
 Mercyhurst College  
 Messiah College  
 Millersville University of Pa  
 Misericordia University  
 Moravian College  
 Mount Aloysius College  
 Muhlenberg College  
 Neumann University  
 Pennsylvania State University/Abington  
 Pennsylvania State University/Altoona  
 Pennsylvania State University/Berks  
 Pennsylvania State University/Brandywine  
 Pennsylvania State University/Harrisburg  
 Pennsylvania State University/Lehigh Valley  
 Pennsylvania State University/Main  
 Point Park University  
 Public Health Management Corporation\*\*  
 Relay Graduate School of Education\*\*  
 Robert Morris University

Rosemont College  
 Saint Francis University  
 Saint Joseph's University  
 Saint Vincent College  
 Seton Hill University  
 Shippensburg University of Pa  
 Slippery Rock University of Pa  
 Susquehanna University\*  
 Temple University/Main  
 Thiel College  
 University of Pennsylvania\*  
 University of Pittsburgh/Pittsburgh Campus  
 University of Pittsburgh/Bradford  
 University of Pittsburgh/Greensburg  
 University of Pittsburgh/Johnstown  
 University of Scranton  
 University of Valley Forge  
 Washington & Jefferson College  
 Waynesburg University  
 West Chester University of Pa  
 Westminster College  
 Widener University\*  
 Wilkes University  
 Wilson College\*  
 York College of Pa

### HEALTH (PK-12)

East Stroudsburg University of Pa  
 Eastern University\*  
 Temple University/Main

### HEALTH & PHYSICAL EDUCATION (PK-12)

Cairn University  
 Clarks Summit University  
 East Stroudsburg University of Pa  
 Eastern University\*  
 Edinboro University of Pa  
 Holy Family University  
 Indiana University of Pa/Main  
 Lancaster Bible College  
 Lock Haven University of Pa  
 Marywood University\*  
 Messiah College  
 Pennsylvania State University/Main  
 Slippery Rock University of Pa  
 University of Pittsburgh/Bradford  
 Ursinus College

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West Chester University of Pa  
Wilson College\*

### **HEARING IMPAIRED (PK-12)**

Bloomsburg University of Pa  
Indiana University of Pa/Main  
Rosemont College  
Saint Joseph's University

### **HEBREW (PK-12)**

University of Pennsylvania

### **HOME AND SCHOOL VISITOR (PK-12)**

Bryn Mawr College  
Marywood University  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh Campus  
Widener University

### **INSTRUCTIONAL COACH ENDORSEMENT (PK-12)**

Cabrini University  
Eastern Mennonite University  
Eastern University  
Immaculata University  
King's College  
Kutztown University of Pa  
La Salle University  
Neumann University  
Pennsylvania State University/Harrisburg  
Slippery Rock University of Pa  
Temple University/Main  
West Chester University of Pa  
Widener University

### **INSTRUCTIONAL TECHNOLOGY SPECIALIST (PK-12)**

Bloomsburg University of Pa  
Carnegie-Mellon University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Harrisburg University of Science and Technology  
Indiana University of Pa/Main  
Kutztown University of Pa

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Marywood University  
Robert Morris University  
Saint Joseph's University  
Saint Vincent College  
Seton Hill University  
Temple University/Main  
Waynesburg University  
Widener University  
Wilkes University  
Wilson College  
York College of Pa

### **IU EXECUTIVE DIRECTOR (PK-12)**

Immaculata University  
Pennsylvania State University/Main  
Saint Francis University  
Westminster College

### **ITALIAN (PK-12)**

La Salle University\*  
Duquesne University  
Saint Joseph's University\*  
Temple University/Main\*  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
Villanova University

### **JAPANESE (PK-12)**

University of Pittsburgh/Pittsburgh Campus\*  
Ursinus College  
Wilson College\*

### **KOREAN (PK-12)**

Wilson College\*

### **LATIN (PK-12)**

Albright College  
Bryn Mawr College  
Duquesne University\*  
La Salle University\*  
Moravian College/Theo Seminary  
Pennsylvania State University/Main  
Saint Joseph's University\*  
Temple University/Main\*  
University of Pennsylvania\*

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University of Pittsburgh/Pittsburgh Campus\*  
University of Scranton  
Ursinus College  
Villanova University  
Wilson College\*

### **LIBRARY SCIENCE (PK-12)**

Clarion University of Pa/Main  
Drexel University\*  
Kutztown University of Pa  
Marywood University\*  
Saint Vincent College  
University of Pittsburgh/Pittsburgh Campus\*

### **MARKETING (DISTRIBUTIVE) EDUCATION (PK-12)**

Temple University/Main\*

### **MATHEMATICS (7-12)**

Albright College  
Alvernia University\*  
American Board (ABCTE)\*\*  
Arcadia University  
Bloomsburg University of Pa\*  
Bryn Mawr College  
Bucknell University  
Cabrini University\*  
Cairn University  
California University of Pa\*  
Carbon-Lehigh Intermediate Unit\*\*  
Carlow University  
Cedar Crest College  
Chatham College  
Chestnut Hill College\*  
Clarion University of Pa/Main  
Clarks Summit University  
De Sales University\*  
Delaware Valley University  
Drexel University\*  
Duquesne University\*  
East Stroudsburg University of Pa\*  
Eastern University\*  
Edinboro University of Pa  
Elizabethtown College  
Gannon University  
Geneva College  
Gettysburg College

Grove City College  
Gwynedd Mercy University\*  
Holy Family University\*  
Immaculata University\*  
Indiana University of Pa/Main  
Juniata College  
Keystone College  
King's College  
Kutztown University of Pa  
La Salle University\*  
Lebanon Valley College  
Lehigh University  
Lock Haven University of Pa  
Lycoming College\*  
Mansfield University of Pa  
Marywood University\*  
Mercyhurst College  
Messiah College  
Millersville University of Pa\*  
Misericordia University  
Moravian College  
Muhlenberg College  
Neumann University  
Pennsylvania State University/Main  
Pennsylvania State University/Harrisburg  
Point Park University  
Relay Graduate School of Education\*\*  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University\*  
Saint Vincent College  
Seton Hill University  
Shippensburg University of Pa  
Slippery Rock University  
Susquehanna University\*  
Swarthmore College  
Temple University/Main\*  
Thiel College  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Pittsburgh/Bradford  
University of Pittsburgh/Greensburg  
University of Pittsburgh/Johnstown  
University of Scranton  
Ursinus College  
Villanova University  
Washington & Jefferson College  
Waynesburg University  
West Chester University of Pa

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Westminster College  
Widener University\*  
Wilkes University\*  
Wilson College\*  
York College of Pa

### **MATHEMATICS COACH ENDORSEMENT (PK-12)**

Immaculata University  
Pennsylvania State University/Harrisburg

### **MUSIC (PK-12)**

Bloomsburg University of Pa  
Bucknell University  
Cairn University  
Carnegie-Mellon University\*  
Chestnut Hill College\*  
Clarion University of Pa/Main  
Clarks Summit University  
Duquesne University  
Eastern University\*  
Edinboro University of Pa  
Elizabethtown College  
Geneva College  
Gettysburg College  
Grove City College  
Immaculata University\*  
Indiana University of Pa/Main  
Kutztown University of Pa  
Lancaster Bible College  
Lebanon Valley College  
Lycoming College\*  
Mansfield University of Pa  
Marywood University\*  
Mercyhurst College  
Messiah College  
Millersville University of Pa\*  
Moravian College/Theo Seminary  
Pennsylvania State University/Main  
Seton Hill University  
Slippery Rock University of Pa  
Susquehanna University\*  
Temple University/Main\*  
University of the Arts (The)  
University of Valley Forge  
West Chester University of Pa  
Westminster College  
Wilkes University\*

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\*Intern Program Approval

\*\*Alternative Provider

York College of Pa

### **ONLINE INSTRUCTION PROGRAM ENDORSEMENT (PK-12)**

Beaver Valley Intermediate Unit\*\*  
Bloomsburg University of Pa  
California University of Pa  
Clarion University of Pa/Main  
Colonial Intermediate Unit\*\*  
Delaware County Intermediate Unit\*\*  
Duquesne University  
East Stroudsburg University of Pa  
Edinboro University of Pa  
Immaculata University  
Kutztown University of Pa  
Millersville University of Pa  
Moravian College  
Neumann University  
Pennsylvania State University/Main  
Robert Morris University  
Saint Vincent College  
Slippery Rock University of Pa  
University of Pennsylvania  
Wilkes University  
York College of Pa

### **PHYSICS (7-12)**

Albright College  
American Board (ABCTE)\*\*  
Bloomsburg University of Pa\*  
Bryn Mawr College  
Bucknell University  
California University of Pa\*  
Chatham College  
Clarion University of Pa/Main  
Drexel University\*  
Duquesne University\*  
East Stroudsburg University of Pa\*  
Edinboro University of Pa  
Elizabethtown College  
Geneva College  
Gettysburg College  
Grove City College  
Indiana University of Pa/Main  
Juniata College  
King's College  
Kutztown University of Pa  
La Salle University\*

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Lebanon Valley College  
 Lehigh University  
 Lock Haven University of Pa  
 Lycoming College\*  
 Messiah College  
 Millersville University of Pa\*  
 Moravian College  
 Muhlenberg College  
 Pennsylvania State University/Main  
 Relay Graduate School of Education\*\*  
 Saint Joseph's University\*  
 Saint Vincent College  
 Shippensburg University of Pa  
 Slippery Rock University  
 Susquehanna University\*  
 Swarthmore College  
 Temple University/Main\*  
 Thiel College  
 University of Pennsylvania\*  
 University of Pittsburgh/Pittsburgh Campus\*  
 University of Scranton  
 Ursinus College  
 Villanova University  
 Washington & Jefferson College  
 West Chester University of Pa  
 Westminster College  
 Widener University\*  
 Wilkes University

Immaculata University  
 Indiana University of Pa/Main  
 Kutztown University of Pa  
 Lehigh University  
 Lincoln University  
 Marywood University  
 Millersville University of Pa  
 Moravian College  
 Neumann University  
 Pennsylvania State University/Main  
 PhillyPLUS\*\*  
 Point Park University  
 Relay Graduate School of Education\*\*  
 Robert Morris University  
 Rosemont College  
 Saint Francis University  
 Saint Joseph's University  
 Saint Vincent College  
 Shippensburg University of Pa  
 Temple University/Main  
 University of Pennsylvania  
 University of Pittsburgh/Pittsburgh Campus  
 University of Scranton  
 Waynesburg University  
 Westminster College  
 Widener University  
 Wilkes University  
 York College of Pa

### PRINCIPAL (PK-12)

Alvernia University  
 Arcadia University  
 Bloomsburg University of Pa  
 Cabrini University  
 Cairn University  
 California University of Pa  
 Carbon-Lehigh Intermediate Unit 21\*\*  
 Carlow University  
 Carnegie-Mellon University  
 Chestnut Hill College  
 Delaware Valley University  
 Drexel University  
 Duquesne University  
 East Stroudsburg University of Pa  
 Eastern University  
 Edinboro University of Pa  
 Gannon University  
 Gwynedd Mercy University  
 Holy Family University

### READING SPECIALIST (PK-12)

Arcadia University  
 Bloomsburg University of Pa  
 Cabrini University  
 California University of Pa\*  
 Cedar Crest College  
 Chestnut Hill College\*  
 Clarion University of Pa/Main  
 Drexel University  
 Duquesne University  
 East Stroudsburg University of Pa  
 Eastern Mennonite University/Lancaster  
 Eastern University\*  
 Edinboro University of Pa  
 Gannon University  
 Holy Family University  
 Indiana University of Pa/Main  
 King's College  
 Kutztown University of Pa  
 La Salle University

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Lancaster Bible College  
Mansfield University of Pa  
Marywood University\*  
Millersville University of Pa  
Misericordia University  
Moravian College  
Pennsylvania State University/Main  
Pennsylvania State University/Harrisburg  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University  
Shippensburg University of Pa  
Slippery Rock University  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus  
West Chester University of Pa  
Westminster College  
Widener University\*  
Wilkes University  
York College of Pa

#### **RUSSIAN (PK-12)**

Bryn Mawr College  
Kutztown University of Pa  
Pennsylvania State University/Main  
Swarthmore College  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
West Chester University of Pa  
Wilson College\*

#### **SAFETY ED/DRIVER ED (7-12)**

East Stroudsburg University of Pa  
Indiana University of Pa/Main

#### **SCHOOL NURSE (PK-12)**

Bloomsburg University of Pa  
Cedar Crest College  
East Stroudsburg University of Pa  
Eastern Mennonite University/Lancaster  
Eastern University  
Gannon University  
Immaculata University  
La Roche College  
La Salle University  
Millersville University of Pa

Saint Joseph's University  
Slippery Rock University of Pa  
University of Pittsburgh/Johnstown  
West Chester University of Pa

#### **SCHOOL PSYCHOLOGIST (PK-12)**

California University of Pa  
Duquesne University  
Eastern University  
Edinboro University of Pa  
Immaculata University  
Indiana University of Pa/Main  
Lehigh University  
Marywood University  
Millersville University of Pa  
Pennsylvania State University/Main  
Philadelphia College of Osteopathic Medicine  
Temple University/Main  
Widener University

#### **SCHOOL SPEECH & LANGUAGE PATHOLOGIST (PK-12)**

Bloomsburg University of Pa  
California University of Pa  
Clarion University of Pa  
Duquesne University  
East Stroudsburg University of Pa  
Edinboro University of Pa  
Indiana University of Pa  
La Salle University  
Misericordia University  
Salus University  
University of Pittsburgh/Pittsburgh Campus  
West Chester University of Pa

#### **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) ENDORSEMENT (PK-12)**

Allegheny Intermediate Unit\*\*  
Arcadia University  
Beaver Valley Intermediate Unit\*\*  
Bloomsburg University of Pa  
Bucks County Intermediate Unit\*\*  
California University of Pa  
Chester County Intermediate Unit\*\*  
De Sales University  
Drexel University

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Edinboro University of Pa  
Immaculata University  
King's College  
Kutztown University of Pa  
Lebanon Valley College  
Millersville University of Pa  
University of Pittsburgh/Greensburg  
Wilkes University

### **SOCIAL, EMOTIONAL & BEHAVIORAL WELLNESS ENDORSEMENT (PK-12)**

Drexel University  
Neumann University

### **SOCIAL SCIENCE (7-12)**

De Sales University\*  
Eastern University\*  
Elizabethtown College  
Holy Family University  
Kutztown University of Pa  
Lycoming College\*  
Pennsylvania State University/Main  
Robert Morris University  
Saint Francis University  
Saint Vincent College  
Swarthmore College

### **SOCIAL STUDIES (7-12)**

Albright College  
Alvernia University  
Arcadia University  
Bryn Mawr College  
Bucknell University  
Cabrini University\*  
Cairn University  
California University of Pa\*  
Carlow University  
Cedar Crest College  
Chatham College  
Chestnut Hill College\*  
Clarion University of Pa/Main  
Clarks Summit University  
De Sales University\*  
Delaware Valley University  
Drexel University\*  
Duquesne University  
East Stroudsburg University of Pa\*

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Eastern University\*  
Edinboro University of Pa  
Elizabethtown College  
Gannon University  
Geneva College  
Gettysburg College  
Grove City College  
Gwynedd Mercy University\*  
Holy Family University\*  
Immaculata University\*  
Indiana University of Pa  
Juniata College  
Keystone College  
King's College  
Kutztown University of Pa  
La Salle University\*  
Lebanon Valley College  
Lehigh University  
Lock Haven University of Pa  
Lycoming College  
Mansfield University of Pa  
Marywood University\*  
Mercyhurst College  
Messiah College  
Millersville University of Pa\*  
Moravian College  
Mount Aloysius College  
Muhlenberg College  
Neumann University  
Pennsylvania State University/Main  
Pennsylvania State University/Harrisburg  
Point Park University  
Relay Graduate School of Education\*\*  
Robert Morris University  
Rosemont College  
Saint Joseph's University  
Saint Francis University  
Saint Vincent College  
Seton Hill University  
Shippensburg University of Pa  
Slippery Rock University of Pa  
Susquehanna University\*  
Swarthmore College  
Temple University/Main\*  
Thiel College  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Pittsburgh/Bradford  
University of Pittsburgh/Greensburg  
University of Pittsburgh/Johnstown

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University of Scranton  
Ursinus College  
Villanova University  
Washington and Jefferson College  
Waynesburg University  
West Chester University of Pa  
Westminster College  
Widener University\*  
Wilkes University\*  
Wilson College\*  
York College of Pa

### SPANISH (PK-12)

Albright College  
Bloomsburg University of Pa\*  
Bryn Mawr College  
Bucknell University  
Cedar Crest College  
Chatham College  
Chestnut Hill College\*  
Clarion University of Pa/Main  
De Sales University\*  
Duquesne University\*  
East Stroudsburg University of Pa\*  
Eastern University\*  
Elizabethtown College  
Gettysburg College  
Grove City College  
Holy Family University\*  
Immaculata University\*  
Indiana University of Pa/Main  
Juniata College  
King's College  
Kutztown University of Pa  
La Salle University\*  
Lebanon Valley College  
Lycoming College\*  
Marywood University\*  
Mercyhurst College  
Messiah College  
Millersville University of Pa\*  
Moravian College/Theo Seminary  
Muhlenberg College  
Pennsylvania State University/Main  
Rosemont College  
Saint Francis University  
Saint Joseph's University\*  
Saint Vincent College  
Seton Hill University

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Shippensburg University of Pa  
Slippery Rock University of Pa  
Susquehanna University\*  
Swarthmore College  
Temple University/Main\*  
Thiel College  
University of Pennsylvania\*  
University of Pittsburgh/Pittsburgh Campus\*  
University of Pittsburgh/Greensburg  
University of Scranton  
Ursinus College  
Villanova University  
Washington & Jefferson College  
West Chester University of Pa  
Westminster College  
Widener University\*  
Wilkes University\*  
Wilson College\*  
York College of Pa

### SPECIAL EDUCATION (7-12)

Albright College  
Alvernia University  
Arcadia University  
Bloomsburg University of Pa  
Cabrini University  
Cairn University  
California University of Pa  
Carlow University  
Cedar Crest College  
Chatham University  
Chester County Intermediate Unit\*\*  
Chestnut Hill College\*  
Clarion University of Pa/Main  
De Sales University  
Drexel University\*  
Duquesne University  
East Stroudsburg University  
Eastern University\*  
Edinboro University of Pa  
Elizabethtown College  
Gwynedd Mercy University  
Holy Family University\*  
Indiana University of Pa  
King's College  
Kutztown University of Pa  
La Salle University\*  
Lehigh University  
Lock Haven University of Pa

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Lycoming College  
 Marywood University\*  
 Mercyhurst College  
 Messiah College  
 Millersville University of Pa  
 Pennsylvania State University/Main  
 Pennsylvania State University/Harrisburg  
 Point Park University  
 Relay Graduate School of Education\*\*  
 Robert Morris University  
 Saint Francis University  
 Saint Joseph's University  
 Saint Vincent College  
 Seton Hill University  
 Shippensburg University of Pa  
 Slippery Rock University of Pa  
 Temple University/Main  
 University of Pennsylvania  
 University of Pittsburgh/Pittsburgh Campus  
 University of Scranton  
 Washington & Jefferson College  
 Waynesburg University  
 West Chester University of Pa  
 Wilkes University\*  
 Wilson College\*

**SPECIAL EDUCATION (PK-8)**

Albright College  
 Alvernia University  
 Arcadia University\*  
 Bloomsburg University of Pa  
 Bryn Athyn College  
 Cabrini University  
 Cairn University  
 California University of Pa  
 Carlow University  
 Cedar Crest College  
 Chatham University  
 Chester County Intermediate Unit\*\*  
 Chestnut Hill College\*  
 Cheyney University  
 Clarion University  
 De Sales University  
 Drexel University  
 Duquesne University  
 East Stroudsburg University of Pa  
 Eastern University\*  
 Edinboro University of Pa  
 Elizabethtown College

Gannon University\*  
 Geneva College  
 Grove City College  
 Gwynedd Mercy University  
 Holy Family University\*  
 Immaculata University  
 Indiana University of Pa  
 Juniata College  
 Keystone College  
 King's College  
 Kutztown University of Pa  
 La Roche College  
 La Salle University\*  
 Lancaster Bible College  
 Lebanon Valley College  
 Lehigh University  
 Lincoln University  
 Lock Haven University of Pa  
 Lycoming College  
 Mansfield University of Pa  
 Marywood University\*  
 Mercyhurst College  
 Messiah College  
 Millersville University of Pa  
 Misericordia University  
 Moravian College  
 Neumann University  
 Pennsylvania State University/Main  
 Pennsylvania State University/Harrisburg  
 Point Park University  
 Relay Graduate School of Education\*\*  
 Robert Morris University  
 Rosemont College  
 Saint Francis University  
 Saint Joseph's University  
 Saint Vincent College  
 Seton Hill University  
 Shippensburg University of Pa  
 Slippery Rock University of Pa  
 Susquehanna University\*  
 Temple University/Main  
 Thiel College  
 University of Pennsylvania  
 University of Pittsburgh/Pittsburgh Campus  
 University of Pittsburgh/Johnstown  
 University of Scranton  
 University of Valley Forge  
 Washington & Jefferson College  
 Waynesburg University  
 West Chester University of Pa

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Westminster College  
Widener University  
Wilkes University\*  
Wilson College\*  
York College of Pa

University of Pennsylvania  
University of Pittsburgh/Pittsburgh Campus  
Westminster College  
Widener University  
Wilkes University

## **SPEECH & LANGUAGE IMPAIRED (PK-12)**

Bloomsburg University of Pa  
California University of Pa\*  
Carbon-Lehigh Intermediate Unit\*\*  
Clarion University of Pa/Main  
East Stroudsburg University of Pa  
Edinboro University of Pa  
Indiana University of Pa/Main  
La Salle University\*  
Marywood University  
Pennsylvania State University/Main  
Temple University/Main\*  
University of Pittsburgh/Pittsburgh Campus  
West Chester University of Pa

## **SUPERINTENDENT (PK-12)**

Alvernia University  
Arcadia University  
Cabrini University  
California University of Pa  
Carbon Lehigh Intermediate Unit\*\*  
Delaware Valley University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Edinboro University of Pa  
Gannon University  
Gwynedd Mercy University  
Holy Family University  
Immaculata University  
Indiana University of Pa/Main  
Lehigh University  
Marywood University  
Neumann University  
Pennsylvania State University/Main  
Point Park University  
Saint Francis University  
Saint Joseph's University  
Shippensburg University of Pa  
Temple University/Main

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## **SUPERVISOR ART**

Millersville University of Pa

## **SUPERVISOR COMMUNICATION**

Eastern University  
Immaculata University  
Millersville University of Pa  
University of Scranton  
Villanova University

## **SUPERVISOR COMP VOCATIONAL EDUCATION**

Indiana University of Pa/Main  
Pennsylvania State University/Main  
Temple University/Main

## **SUPERVISOR CURRICULUM & INSTRUCTION**

Arcadia University  
Bloomsburg University of Pa  
Delaware County Intermediate Unit\*\*  
Delaware Valley University  
Duquesne University  
Gannon University  
Gwynedd Mercy University  
Immaculata University  
Indiana University of Pa/Main  
Kutztown University of Pa  
Lehigh University  
Marywood University  
Millersville University of Pa  
Moravian College  
Pennsylvania State University/Main  
Point Park University  
Robert Morris University  
Saint Joseph's University  
Saint Vincent College  
Temple University/Main  
University of Pittsburgh/Pittsburgh Campus  
Widener University

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**SUPERVISOR EARLY CHILDHOOD**

Carlow University  
Eastern University  
Immaculata University  
Millersville University of Pa

**SUPERVISOR ELEMENTARY EDUCATION**

Eastern University  
Immaculata University  
Millersville University of Pa  
Villanova University

**SUPERVISOR ENVIRONMENTAL ED**

NONE CURRENTLY

**SUPERVISOR FOREIGN LANGUAGES**

Duquesne University  
Eastern University  
Immaculata University  
Millersville University of Pa  
Villanova University

**SUPERVISOR INDUSTRIAL ARTS/TECHNOLOGY ED**

Millersville University of Pa

**SUPERVISOR INSTRUCTIONAL TECHNOLOGY SPECIALIST**

Marywood University

**SUPERVISOR LIBRARY SCIENCE**

NONE CURRENTLY

**SUPERVISOR MATHEMATICS**

Duquesne University  
Eastern University  
Immaculata University  
Millersville University of Pa  
Villanova University

**SUPERVISOR MUSIC**

Duquesne University  
Eastern University  
Immaculata University  
Millersville University of Pa

**SUPERVISOR PUPIL PERSONNEL SERVICE**

Arcadia University  
Duquesne University  
Immaculata University  
Indiana University of Pa  
Marywood University  
Pennsylvania State University/Main  
Widener University

**SUPERVISOR READING**

Duquesne University  
Eastern University  
Holy Family University  
Marywood University  
Millersville University of Pa  
Saint Joseph's University  
Widener University

**SUPERVISOR SCHOOL GUIDANCE SERVICE**

Duquesne University  
Millersville University of Pa  
Villanova University

**SUPERVISOR SCHOOL HEALTH SERVICE**

Eastern University  
Millersville University of Pa

**SUPERVISOR SCHOOL PSYCHOLOGICAL SERVICE**

Millersville University of Pa

**SUPERVISOR SCIENCE**

Duquesne University  
Eastern University

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Immaculata University  
Millersville University of Pa  
Villanova University

### **SUPERVISOR SOCIAL STUDIES**

Duquesne University  
Eastern University  
Immaculata University  
Millersville University of Pa  
Villanova University

### **SUPERVISOR SPECIAL EDUCATION**

Arcadia University  
Bloomsburg University of Pa  
Chester County Intermediate Unit\*\*  
Delaware County Intermediate Unit\*\*  
Delaware Valley University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Edinboro University of Pa  
Gannon University  
Gwynedd Mercy University  
Immaculata University  
Marywood University  
Millersville University of Pa  
Pennsylvania State University/Main  
Saint Francis University  
Saint Joseph's University  
Shippensburg University of Pa  
Slippery Rock University of Pa  
University of Pittsburgh/Pittsburgh Campus  
Widener University

### **TECHNOLOGY EDUCATION (PK-12)**

California University of Pa\*  
Millersville University of Pa\*

### **THEATRE ENDORSEMENT**

Elizabethtown College  
Temple University/Main

### **TURKISH**

Duquesne University

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### **VISUALLY IMPAIRED (PK-12)**

Kutztown University of Pa  
Salus University  
University of Pittsburgh/Pittsburgh Campus

### **VOCATIONAL ADMIN DIRECTOR**

Indiana University of Pa/Main  
Pennsylvania Assoc. of Career and Tech.  
Administrators\*\*  
Pennsylvania State University/Main  
Temple University/Main

### **VOCATIONAL INSTRUCTION (7-12)**

Indiana University of Pa/Main\*  
Pennsylvania State University/Main\*  
Temple University/Main\*

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# Alternative Program Providers

<b>Provider</b>	<b>Subject Areas Offered</b>
Allegheny IU 3	English as a Second Language (ESL) Program Specialist Science, Technology, Engineering and Mathematics (STEM) Endorsement
Appalachia IU 8	ESL Program Specialist
Beaver Valley IU 27	ESL Program Specialist Online Instruction Program Endorsement STEM Endorsement
Bucks County IU 22	STEM Endorsement
Capital Area IU 15	ESL Program Specialist
Carbon-Lehigh IU 21	Mathematics Principal Speech & Language Impaired (Instructional) Superintendent

Chester County IU 24	ESL Program Specialist Special Education PK-8 Special Education 7-12 STEM Endorsement Supervisor Special Education
Colonial IU 20	Online Instruction Program Endorsement
Delaware County IU 25	Autism Endorsement ESL Program Specialist Gifted Endorsement Online Instruction Program Endorsement Supervisor Curriculum & Instruction Supervisor Special Education
Intermediate Unit 1	ESL Program Specialist
Midwestern IU 4	ESL Program Specialist
Montgomery County IU 23	ESL Program Specialist
Northeastern Educational IU 19	ESL Program Specialist
PA Association of Career & Technical Administrators	Vocational Admin. Director
Philadelphia School Partnerships (PhillyPLUS)	Principal
Pittsburgh SD	ESL Program Specialist

Public Health Management Corporation  
Grades PreK-4

Relay Graduate School of Education  
Biology  
Chemistry  
English  
General Science  
Grades 4-8  
Grades PK-4  
Mathematics  
Physics  
Principal  
Social Studies  
Special Education 7-12  
Special Education PK-8

Seneca Highlands IU 9  
ESL Program Specialist  
Gifted Endorsement



## Approved Teacher Intern Certification Programs

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### **Agriculture (PK-12)**

Pennsylvania State University/Main

### **Arabic (PK-12)**

Wilson College

### **Art (PK-12)**

Holy Family University  
Lycoming College  
Marywood University  
Millersville University of Pa  
Moore College of Art & Design  
Temple University/Main

### **Biology (7-12)**

Alvernia University  
Bloomsburg University of Pa  
Cabrini University  
California University of Pa  
Chestnut Hill College  
De Sales University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Gwynedd Mercy University  
Holy Family University  
Immaculata University  
La Salle University  
Lycoming College  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Saint Joseph's University

Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Widener University/Main  
Wilkes University  
Wilson College

### **Business-Computer Info Tech (PK-12)**

Bloomsburg University of Pa  
Immaculata University  
Indiana University of Pa/Main  
Temple University/Main  
Wilson College

### **Chemistry (7-12)**

Alvernia University  
Bloomsburg University of Pa  
Cabrini University  
California University of Pa  
Chestnut Hill College  
De Sales University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Immaculata University  
Lycoming College  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh

Widener University/Main  
Wilkes University  
Wilson College

### **Chinese (PK-12)**

Eastern University  
University of Pittsburgh/Pittsburgh  
Wilson College

### **Citizenship Education (7-12)**

Bloomsburg University of Pa  
Eastern University  
Immaculata University  
La Salle University  
Susquehanna University  
Temple University/Main

### **Communications (7-12)**

Bloomsburg University of Pa  
Cabrini University  
California University of Pa  
De Sales University  
East Stroudsburg University of Pa  
Eastern University  
La Salle University  
Marywood University

### **Cooperative Education (7-12)**

Pennsylvania State University/Main  
Temple University/Main

### **Earth and Space Science (7-12)**

Bloomsburg University of Pa  
California University of Pa  
Drexel University  
East Stroudsburg University of Pa  
La Salle University  
Millersville University of Pa  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Wilkes University

### **English (7-12)**

Bloomsburg University of Pa  
Cabrini University  
California University of Pa  
Chestnut Hill College  
De Sales University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Gwynedd Mercy College  
Holy Family University  
Immaculata University  
Indiana University of Pa/Main  
La Salle University  
Lycoming College  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Widener University/Main  
Wilkes University  
Wilson College

### **Environmental Education (PK-12)**

Drexel University  
La Salle University

### **Family-Consumer Science (PK-12)**

Immaculata University  
Indiana University of Pa/Main  
Marywood University

### **French (PK-12)**

Bloomsburg University of Pa  
California University of Pa  
Chestnut Hill College  
East Stroudsburg University of Pa  
Eastern University  
Immaculata University  
La Salle University  
Lycoming College

Marywood University  
Millersville University of Pa  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Wilson College

### **General Science (7-12)**

Bloomsburg University of Pa  
Drexel University  
East Stroudsburg University of Pa  
La Salle University  
Lycoming College  
Marywood University  
Relay Graduate School of Education\*\*  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Wilkes University

### **German (PK-12)**

Bloomsburg University of Pa  
East Stroudsburg University of Pa  
La Salle University  
Lycoming College  
Millersville University of Pa  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Wilson College

### **Grades 4-8**

Chestnut Hill College  
Drexel University  
Duquesne University  
Gannon University  
Holy Family University  
La Salle University  
Relay Graduate School of Education\*\*  
University of Pennsylvania

Wilson College

### **Grades PK-4**

Chestnut Hill College  
Drexel University  
Duquesne University  
Eastern University  
Holy Family University  
La Salle University  
Lincoln University  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Susquehanna University  
University of Pennsylvania  
Widener University/Main  
Wilson College

### **Health (PK-12)**

Eastern University

### **Health & Physical Education (PK-12)**

Eastern University  
Marywood University  
Wilson College

### **Italian (PK-12)**

La Salle University  
Saint Joseph's University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh

### **Japanese (PK-12)**

University of Pittsburgh/Pittsburgh  
Wilson College

### **Korean (PK-12)**

Wilson College

### **Latin (PK-12)**

Duquesne University  
La Salle University  
Saint Joseph's University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Wilson College

### **Library Science (PK-12)**

Drexel University  
Marywood University  
University of Pittsburgh/Pittsburgh

### **Marketing (Distributive) Ed (PK-12)**

Temple University/Main

### **Mathematics (7-12)**

Alvernia University  
Bloomsburg University of Pa  
Cabrini University  
California University of Pa  
Chestnut Hill College  
De Sales University  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Gwynedd Mercy College  
Holy Family University  
Immaculata University  
La Salle University  
Lycoming College  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Widener University/Main  
Wilkes University  
Wilson College

### **Music (PK-12)**

Carnegie-Mellon University  
Chestnut Hill College  
Eastern University  
Immaculata University  
Lycoming College  
Marywood University  
Millersville University of Pa  
Susquehanna University  
Temple University/Main  
Wilkes University

### **Physics (7-12)**

Bloomsburg University of Pa  
California University of Pa  
Drexel University  
Duquesne University  
East Stroudsburg University of Pa  
La Salle University  
Lycoming College  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Widener University/Main

### **Reading Specialist (PK-12)**

California University of Pa  
Chestnut Hill College  
Eastern University  
Marywood University  
University of Pennsylvania  
Widener University/Main

### **Russian (PK-12)**

University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Wilson College

### **Social Science (7-12)**

De Sales University  
Eastern University

Lycoming College

### **Social Studies (7-12)**

Cabrini University  
California University of Pa  
Chestnut Hill College  
De Sales University  
Drexel University  
East Stroudsburg University of Pa  
Eastern University  
Gwynedd Mercy College  
Holy Family University  
Immaculata University  
La Salle University  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Widener University/Main  
Wilkes University  
Wilson College

### **Spanish (PK-12)**

Bloomsburg University of Pa  
Chestnut Hill College  
De Sales University  
Duquesne University  
East Stroudsburg University of Pa  
Eastern University  
Holy Family University  
Immaculata University  
La Salle University  
Lycoming College  
Marywood University  
Millersville University of Pa  
Saint Joseph's University  
Susquehanna University  
Temple University/Main  
University of Pennsylvania  
University of Pittsburgh/Pittsburgh  
Widener University/Main  
Wilkes University  
Wilson College

### **Special Education (7-12)**

Chester County Intermediate Unit\*\*  
Chestnut Hill College  
Drexel University  
Eastern University  
Holy Family University  
La Salle University  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Wilkes University  
Wilson College

### **Special Education (PK-8)**

Chester County Intermediate Unit\*\*  
Chestnut Hill College  
Eastern University  
Holy Family University  
La Salle University  
Marywood University  
Millersville University of Pa  
Relay Graduate School of Education\*\*  
Susquehanna University  
Wilkes University  
Wilson College

### **Speech & Language Impaired (PK-12)**

California University of Pa  
La Salle University  
Temple University/Main

### **Technology Education (PK-12)**

California University of Pa  
Millersville University of Pa

[Pennsylvania Department of Education \(/Pages/default.aspx\)](#) > [Educators \(/Educators/Pages/default.aspx\)](#) > [Certification \(/Educators/Certification/Pages/default.aspx\)](#) > [Become an Educator \(/Educators/Certification/BecomeAnEducator/Pages/default.aspx\)](#) > The American Board

# The American Board

The Department has implemented a procedure for a teacher holding the Passport to Teaching credential issued by the [American Board](http://www.americanboard.org/)  (<http://www.americanboard.org/>), so that he/she may be eligible for a Pennsylvania Instructional I certificate in the subject areas of **secondary English, secondary mathematics, secondary general sciences, secondary physics, secondary chemistry; or secondary biology.**

After a candidate earns the American Board Passport certificate by passing the American Board tests in pedagogy and the subject area, he/she may apply to the Bureau of School Leadership and Teacher Quality for a Pennsylvania Temporary Teaching Permit (TTP), valid for one calendar year. This TTP allows the candidate to serve in the public schools of the Commonwealth under a "mentoring" program supervised by a teacher education institution (Point Park University). Mentoring requires a full-time placement in the candidate's certification area. During that initial year of teaching, a candidate is responsible for completing the following through Point Park University:

- Mentoring visits
- 2 continuing education seminars/workshops
- 2 graduate level education pedagogy courses

**It is the candidate's responsibility to contact Point Park University regarding additional information on completing the above requirements.** Candidates should note that there will be additional costs incurred for this portion of the program. Information regarding costs should be confirmed with [Point Park University](http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/Education/ABCTE)  (<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/Education/ABCTE>).

**The TTP is valid for only one calendar year, and therefore, the candidate should first seek employment before applying for the permit.** Employment as a teacher is:

- The responsibility of the candidate;
- Not provided by the University
- Needed in order to enter into and complete the mentoring portion of the program.

In order to apply for the TTP, a candidate must supply the following to PDE:

- A TTP application submitted online via the Teacher Information Management System (TIMS) [\(/Educators/Certification/Pages/default.aspx\)](/Educators/Certification/Pages/default.aspx).
- Application fee [\(/Educators/Certification/FeesForms/Pages/default.aspx\)](/Educators/Certification/FeesForms/Pages/default.aspx) paid via credit card through TIMS or by money order
- Copy of your Passport to Teaching credential (uploaded through TIMS)
- Copy of your American Board test scores (sent directly to PDE from the American Board)
- Copy of the ABCTE application addendum [\(/Educators/Certification/FeesForms/Pages/default.aspx\)](/Educators/Certification/FeesForms/Pages/default.aspx).
- All official college-sealed transcripts

Upon completion of the remainder of the program through Point Park University, the candidate must contact the University for assistance in applying for their Level I certification.

Further information on the Passport for Teaching for Pennsylvania is available on the American Board [Ⓞ](http://www.americanboard.org/) (<http://www.americanboard.org/>) website.

## **.01 Program Approval.**

A. The process for the approval of programs that prepare professionally certified personnel shall include the use of Department-approved standards. The Department shall approve standards that are performance based, reflect contemporary thinking, and are supported by research, best practice, and expert opinion. All Maryland-approved programs for teacher certification shall also include reading courses in early childhood, elementary, secondary, PreK—12, and generic special education (all levels) under COMAR 13A.12.01. 11A(5)(a)—(c).

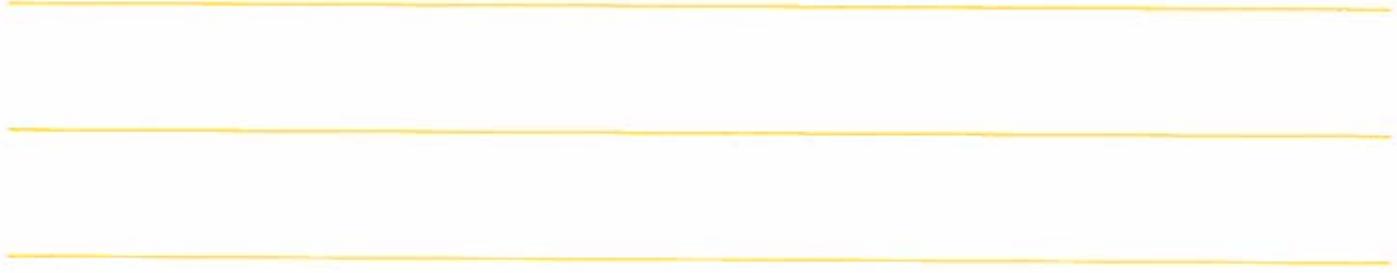
B. Program reviews shall be conducted on a regular basis and shall include the deliberations and consensus of teams of school-based and institutions of higher education-based professionals with expertise in the program areas being reviewed.

C. Team findings from program reviews shall be communicated in writing to the Assistant State Superintendent for Certification and Accreditation. The Assistant Superintendent shall make written recommendations to the State Superintendent of Schools for the continuation, modification, or discontinuation of Maryland programs to prepare professionally certified personnel. The State Superintendent of Schools shall communicate the final decision in writing to the institution of higher education, school system, or partnership offering the program.

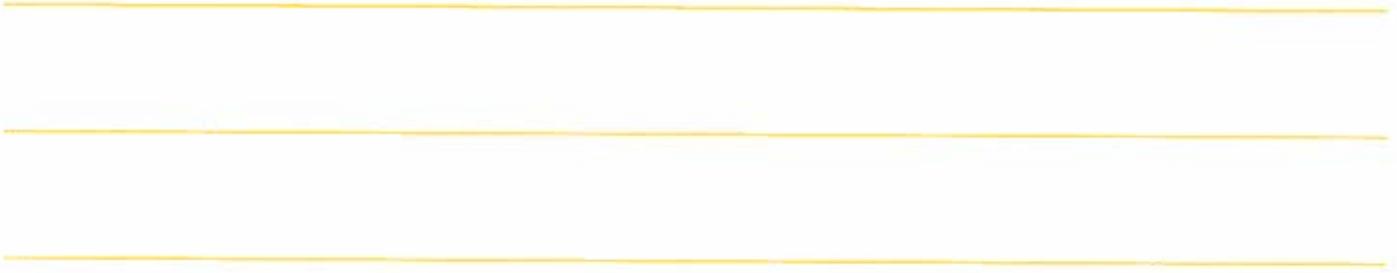
# *Believe* PREPARE



LOUISIANA'S NEXT GENERATION EDUCATORS



## **LOUISIANA TEACHER PREPARATION COMPETENCIES**



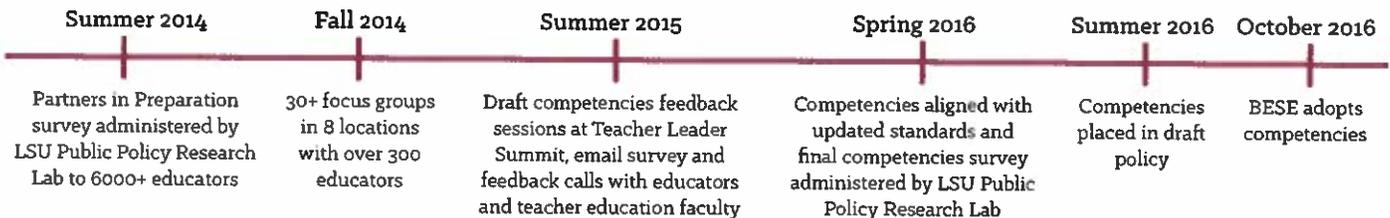
## OVERVIEW

The Louisiana competencies for initial teacher certification define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program.

The competencies were developed in collaboration with content experts, elementary and secondary educators, and postsecondary education leaders. Preparation providers and their school system partners co-construct preparation experiences that develop these competencies through quality practice experiences, including a yearlong residency.

## DEVELOPMENT TIMELINE

The teacher preparation competencies have been developed and refined over the past two years through collaboration and dialogue with educators.



## SPRING 2016 FINAL COMPETENCIES SURVEY FEEDBACK

In order to solicit feedback on the teacher preparation competencies from current educators, teacher educators, and parents, the Department partnered with Louisiana State University's Public Policy Research Lab to develop and administer a feedback survey.

For each of the following sets of competencies, respondents were asked if competencies identified essential knowledge and skills for teaching all students and could be measured through performance with students and through impact on student learning.

Respondent Composition	#	%
School and School System Leader	142	34.4%
Teacher	197	47.7%
Preparation Provider	65	15.7%
Teacher Candidate	7	1.7%
Parent	2	0.5%
	<b>413</b>	<b>100.0%</b>

In response to questions related to...	Agree	Disagree
Professional Engagement Competencies	>88%	<2%
Competencies for Serving Students with Exceptionalities	>88%	<9%
Elementary English Language Arts Competencies (Content Knowledge, Reading and Writing Pedagogy)	>90%	<7%
Secondary English Language Arts Competencies (Content Knowledge, Reading and Writing Pedagogy)	>83%	<7%
Disciplinary Literacy Competencies for Non-English Language Arts	>85%	<5%
Elementary Mathematics Competencies (Content Knowledge and Pedagogy)	>92%	<6%
Secondary Mathematics Competencies (Content Knowledge and Pedagogy)	>86%	<11%
Special Education Competencies	>90%	<4%

Note: The above percentages identify the lowest end of the range of agreement or disagreement with the statements related to each set of competencies.

### General trends in feedback provided for revision:

Respondents suggested...	Revisions
The competencies for serving students with exceptionalities should include gifted/talented students	Added definition of students with exceptionalities that includes gifted/talented to final regulations
ELA knowledge competencies should require secondary candidates to have deeper knowledge about foundational reading to support secondary students whose reading abilities are below grade level	Combined grade bands into one set of content knowledge competencies so that elementary and secondary candidates are able to apply knowledge of foundational reading skills in their teaching
ELA pedagogy competencies should more fully emphasize assessment	Revised pedagogy competencies to connect use of assessment to teaching practice
Math content knowledge competencies should identify what candidates should be able to do with the math knowledge required to teach require candidates, specifically being able to explain the relationships among math concepts and topics	Revised content knowledge section to more explicitly identify what candidates <i>should be able to do with</i> the math knowledge required to teach
Math pedagogy should more clearly connect content knowledge required for teaching to teaching practice	Revised pedagogy section extensively to explicitly connect knowledge to teaching skills and elevate math practices

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# General Competencies

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## INTRODUCTION

The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate maybe certified to teach. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to:

1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and
2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

## GENERAL COMPETENCIES

- A. The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.
- B. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.
- C. The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.
  1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
  2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
  3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.
- D. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.
- E. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).
- F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.
- G. The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
- H. The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

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# Special Education Teacher Competencies

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## INTRODUCTION

The competencies identify the fundamental knowledge and skills that should be developed and assessed in teacher candidates who are pursuing certification that includes eligibility to teach special education in Louisiana.

## LEARNING ENVIRONMENTS

- A. The teacher candidate uses positive motivational and instructional interventions to teach students with exceptionalities how to adapt to different environments.
- B. The teacher candidate sets expectations for personal and social behavior of students with exceptionalities in various settings (e.g., classroom, library, cafeteria, gym, job site) and incorporates these expectations into effective instructional routines, lesson plans, IEP goals and objectives.
- C. The teacher candidate provides positive visual, physical, and/or motivational support to individual students for integration into various settings (e.g., classroom, library, cafeteria, gym, job site).
- D. The teacher candidate designs and adapts learning environments for diverse student populations that facilitate active participation in individual and group activities.
- E. The teacher candidate modifies the learning environment (e.g., physical arrangement, student grouping, instructional intensity, pacing, embedded assistive technology supports) to proactively manage student behaviors and unique learning needs.
  - 1. The teacher candidate uses a variety of non-aversive techniques to control targeted behavior and maintain attention of students with exceptionalities.
  - 2. The teacher candidate uses assessment data to select appropriate environmental accommodations and modifications to address deficits in student behaviors and learning needs.
- F. The teacher candidate intervenes safely and appropriately with students with exceptionalities in crisis.
- G. The teacher candidate designs and implements positive interventions to develop and strengthen on task/desirable behaviors.
- H. The teacher candidate plans and implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of student behavior and function.

## CURRICULUM

- A. The teacher candidate makes the general curricula accessible to students with exceptionalities by implementing instruction that is inclusive of appropriate accommodations and modifications to the general curricula as outlined in an IEP.
- B. The teacher candidate develops and implements comprehensive, longitudinal individualized programs (i.e., IEPs) in collaboration with team members, the individual, and family.
  - 1. The teacher candidate addresses the needs of students with exceptionalities that extend beyond the general education curriculum within IEPs and through instruction across various educational settings and contexts.
- C. The teacher candidate uses augmentative and alternative communication systems and a variety of assistive technologies to support instructional assessment, planning, and delivery for students with exceptionalities.
  - 1. The teacher candidate selects, designs, and uses high- and low-technology, materials and resources required to educate individuals whose exceptionalities interfere with communication.
- D. The teacher candidate integrates affective, social, and life skills with academic curricula, creating the opportunity for students to practice these skills in the context of authentic daily routines.
  - 1. The teacher candidate designs, implements, and evaluates instructional programs that enhance social

participation across environments

- E. The teacher candidate applies knowledge of career, vocational, and transition programs for students with exceptionalities to design and implement instructional programs that address independent living and career education for individuals.
  - 1. The teacher candidate uses a variety of community- and school-based resources and strategies to successfully transition students with exceptionalities into and out of school and post-school environments.

## ASSESSMENT

- A. The teacher candidate monitors progress of students with exceptionalities towards attainment of IEP goals and objectives.
  - 1. The teacher candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for students with exceptionalities.
  - 2. The teacher candidate uses multiple types of assessment information in making instructional, eligibility, program, and placement decisions for students with exceptionalities, including those from culturally and linguistically diverse backgrounds.
  - 3. The teacher candidate uses appropriate technology to conduct assessments in keeping with assessment protocols and in alignment with student needs.
- B. The teacher candidate identifies and uses assessment data to identify the need for interventions and services for individuals who are in need of additional academic and/or non-academic support, including early identification of young individuals who may be at risk for exceptionalities.
  - 1. The teacher candidate uses data derived from functional assessments to develop intervention plans aligned to the specific needs of individual students.
- C. The teacher candidate selects, adapts, and modifies assessments or assessment strategies to accommodate abilities and needs of students with exceptionalities.
  - 1. The teacher candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of students with exceptionalities.
  - 2. The teacher candidate identifies reliable methods of response from students who lack typical communication and performance abilities, using supports as needed to accommodate individual student needs.

## INSTRUCTIONAL PLANNING

- A. The teacher candidate plans and implements age and ability-appropriate instruction for students with exceptionalities that supports progress in the general curricula.
  - 1. The teacher candidate incorporates goals and strategies from multiple IEPs in lesson plans.
  - 2. The teacher candidate uses and adapts instructional strategies according to characteristics and needs of students with exceptionalities.
  - 3. The teacher candidate selects and adapts instructional materials according to characteristics and needs of students with exceptionalities.
- B. The teacher candidate selects and uses a variety of assistive technologies within instructional routines to promote access to the general curriculum for students with exceptionalities.
- C. The teacher candidate modifies the pace of instruction and provides organizational cues to meet the instructional needs of students with exceptionalities.

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# English Language Arts and Literacy Teacher Competencies

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## INTRODUCTION

The English Language Arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten – third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English Language Arts grades 4-8, English Language Arts grades 4-8 integrated to merged, English Language Arts 6-12, and English Language Arts grades 6-12 integrated to merged.

- *Content knowledge competencies* identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.
- *Content pedagogy competencies* identify teaching knowledge and skills that are specific to English Language arts instruction that develop students' ability to:
  1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills, etc.) to make sense of what texts say;
  2. understand the topics, themes, and ideas to determine text meaning;
  3. build understanding about texts using evidence through discussion; and
  4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing using evidence and appropriate grade-level conventions, spelling, and structure.

## ENGLISH LANGUAGE ARTS CONTENT KNOWLEDGE COMPETENCIES

- A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.
  1. The teacher candidate reads a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film, and classic texts and contemporary texts, including children's literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.
  2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.
  3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.
  4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.
  5. The teacher candidate makes connections among texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.
  6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.
  7. The teacher candidate recognizes the influence of English language and literary history on English Language Arts content.

- B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.
1. The teacher candidate creates a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, and/or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.
  2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.
  3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.
  4. The teacher candidate recognizes and explains the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.
  5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.
  6. The teacher candidate explains the importance of language structure (e.g., syntactic awareness, discourse awareness) in developing reading and writing fluency.
- C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.
1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e., phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i.e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).
  2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, diagraphs, blends, r-control vowels, hard and soft consonants, and explains how these relate to the progression of reading and writing development.
  3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.
  4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.
  5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.
  6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).
  7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).
  8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

## ENGLISH LANGUAGE ARTS CONTENT PEDAGOGY COMPETENCIES

- A. The teacher candidate applies knowledge of the relationships among speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading instruction to enhance students' reading and writing development.
1. The teacher candidate (applicable only for B-K, PK-3, 1-5) uses knowledge of the progression of phonological awareness skills to select or design and implement sequenced lessons and units that scaffold students' development of phonological awareness and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.
  2. The teacher candidate (applicable only for grades 1-5, 4-8, 6-12) uses knowledge of the progression of language, reading, and writing skills to select or design and implement lesson sequences that scaffold and enhance early adolescent and adolescent students' reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.
  3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan writing experiences in conjunction with phonological instruction to enhance students' reading and writing development.
  4. The teacher candidate selects and uses various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse.
  5. The teacher candidate selects or designs and implements lessons and unit sequences which provide opportunities for all students to read a wide range and volume of texts for various purposes (e.g., understanding, pleasure, and research) and make connections among texts based on their language, craft, topics, themes, and/or ideas.
  6. When appropriate based on age- or grade-level standards, the teacher candidate supports students in selecting texts and assessing the credibility and usability of texts for different purposes.
  7. The teacher candidate schedules and coordinates instructional time to make content connections with science, social studies, and the arts to ensure students build a wide vocabulary and knowledge of the world.
- B. The teacher candidate selects or designs and implements instruction that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, as determined by age- or grade-level standards.
1. The teacher candidate selects a volume of appropriately complex texts about similar topics, themes, and/or ideas that present opportunities for instruction and assessment of age- or grade-level standards.
  2. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading (e.g., through interactive read aloud, read along, pair or group reading, or independent reading) and create and sequence questions and tasks.
  3. The teacher candidate anticipates students' misconceptions or challenges and identifies a variety of grade-level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding through conversations and writing using grade-level appropriate language, conventions, spelling, and structure.
- C. The teacher candidate selects or designs and implements instruction that develops students' ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences).
1. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, and ideas to select or design composition tasks that explain, analyze, challenge, or extend the language, craft, topics, themes, and ideas of the texts.
  2. The teacher candidate locates models of writing in complex texts (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and selects or designs and implements instruction that develops students'

ability to use the models to advance language, structure, and style in their own writing.

3. The teacher candidate facilitates classroom discussions based on the age- or grade-level standards for speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in preparation for writing, when appropriate as indicated by academic standards.
  4. The teacher candidate develops, based on academic standards, students' ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex texts using relevant evidence.
  5. The teacher candidate provides opportunities incorporating technology for students to plan, draft, revise, edit, and publish written, oral, visual, and digital texts, individually and collaboratively (e.g., through shared and small-group writing, peer editing) to communicate knowledge, ideas, understandings, insights, and experiences.
  6. The teacher candidate anticipates how students may use non-standard language orally and in writing and selects or designs and implements instruction based on age- or grade-level standards to develop students' ability to use language conventions (e.g., grammar, usage, and mechanics) accurately and strategically in their writing for different audiences and purposes.
  7. The teacher candidate selects or designs and implements tasks for all students as indicated by academic standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex texts and communication of findings orally and in writing.
- D. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' ability to read, understand, and demonstrate understanding of a range of grade-level complex texts to inform and adjust planning and instruction.
1. The teacher candidate selects or designs a range of ongoing assessments (e.g., formal and informal, formative and summative, oral and written) to measure students' ability to use their knowledge of language (e.g., print concepts, phonological awareness, phonics and word recognition) to accurately and fluently read, understand, and express understanding of a range of continuous texts.
  2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in students' reading foundational skills, writing, and language development and identify students who are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, grammar.
  3. The teacher candidate assesses specific reading behaviors often associated with fluency problems (e.g., lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, inaccuracy); recognize atypical developmental patterns; and collaborate with colleagues and specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.
  4. The teacher candidate assesses students' written expression skills (e.g., handwriting for elements of legibility, such as letter formation, size and proportion, spacing, and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, proficiency with word processing programs), identifies elements that need improvement, and designs instructional supports that support students' developing mastery.
  5. The teacher candidate uses assessment trends to make adjustments to instructional plans (e.g., re-teaching, targeted mini-lessons, individualized or small-group remediation or extension) and identify differentiated instructional supports that provide all students with opportunities to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.
  6. The teacher candidate uses assessment trends to form flexible groups of students and select or design and implement small-group instruction to improve students' ability to read independently a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

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# Disciplinary Literacy Competencies

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## INTRODUCTION

Disciplinary Literacy Competencies identify what a teacher candidate must know and be able to do to teach reading and literacy effectively in the context of certification areas other than English Language Arts (e.g., middle grades and secondary science or social studies). These competencies are applicable to teacher candidates who are pursuing certification for grades 4-8 or 6-12 in any content area other than English Language Arts.

- A. The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and writing processes and specific disciplinary literacy expectations as described in academic standards to select or design and implement an integrated and comprehensive curriculum that develops students' understanding of content.
  - 1. The teacher candidate explains the research and theory of disciplinary literacy and demonstrates discipline-specific reading and writing skills.
  - 2. The teacher candidate explains how disciplinary literacy skills are necessary for learning content and expressing understanding of content through writing and speaking based on the academic standards for their certification content area.
  - 3. The teacher candidate selects or designs and implements discipline-specific curriculum and instructional materials which incorporate technology to support instructional goals and objectives for the disciplinary literacy demands of the certification content area and differentiates the materials for the range of literacy needs of adolescent readers.
  - 4. The teacher candidate selects, assesses the accuracy and credibility of, and uses a range and volume of print, digital, visual, and oral discipline-specific texts (e.g., primary and secondary sources in social studies or current research, informational journals, and experimental data and results in science) as instructional tools.
- B. The teacher candidate applies knowledge of disciplinary literacy to select and use appropriate and varied instructional approaches to build all students' ability to understand and express their understanding of discipline-specific content through reading, writing, speaking, and language.
  - 1. The teacher candidate provides opportunities for students to learn and use vocabulary and language specific to the certification content area, practice discipline-specific reading and writing strategies, and gain and express understanding of content by exploring key questions through grade-level print, digital, visual, and oral discipline-specific texts.
- C. The teacher candidate applies knowledge of disciplinary literacy to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' mastery of grade-level standards in order to inform and adjust planning and instruction.
  - 1. The teacher candidate assesses students' ability to understand and use discipline-specific vocabulary and language; gain knowledge and understanding of content through grade-level, discipline-specific texts; and express their knowledge and understanding through speaking and writing.
  - 2. The teacher candidate uses trends in assessment results to plan lessons, make adjustments to instruction, and provide remediation and enrichment opportunities for students.

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# Mathematics Teacher Competencies

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## INTRODUCTION

The mathematics teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten – third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, mathematics grades 4-8, mathematics grades 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

## CONTENT KNOWLEDGE COMPETENCIES

- A. With respect to the academic standards for mathematics for the certification grade band and neighboring grade bands, the teacher candidate, at minimum, demonstrates the following competencies to plan for instruction, teach, and assess student learning:
1. Provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language.
  2. Provides precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms.
  3. Exhibits an integrated, functional grasp of mathematical concepts and procedures.
  4. Explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately.
  5. Models the mathematical dispositions and habits of mind described in the Practice Standards, including precision of language, logical thought, reflection, explanation, and justification.
  6. Recognizes and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications.
  7. Portrays mathematics as sensible, useful, and worthwhile.

## CONTENT PEDAGOGY COMPETENCIES

- A. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems.
1. The teacher candidate appropriately sequences content for instruction within a lesson or unit of study and plans appropriate scaffolding to provide opportunities for students to access and master grade-level standards.
  2. The teacher candidate anticipates student misconceptions which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools and representations that make the mathematics of the lesson explicit.
  3. The teacher candidate selects or designs standards-based tasks that use varied strategies, including but not limited to real-life applications, manipulatives, models, diagrams/pictures, that present opportunities for instruction and assessment.
  4. The teacher candidate selects or designs practice sets that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.
  5. The teacher candidate identifies appropriate student groupings, for example pairs or small groups, to develop students' conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.

- B. The teacher candidate applies understanding of students' mathematical language development to provide regular opportunities during instruction for students to explain their understanding both in writing and orally through classroom conversations.
1. The teacher candidate explains the connection between students' informal language to precise mathematical language to develop students' ability to use precise mathematical language in their explanations and discussions.
- C. The teacher candidate applies understanding of the intersection of mathematical content and mathematical practices to provide regular, repeated opportunities for students to exhibit the math practices while engaging with the mathematical content of the lesson, including but not limited to the following:
1. Uses appropriate prompting and questioning that allow students to refine their mathematical thinking and build upon one another's understanding of the mathematical content of the lesson.
  2. Poses challenging problems that offer opportunities for productive struggle, encouraging reasoning, problem solving, and perseverance in solving problems in the face of initial difficulty;
  3. Facilitates student conversations in which students are encouraged to discuss each other's thinking in order to clarify or improve their own mathematical understanding;
  4. Provides opportunities for students to choose and use appropriate tools when solving a problem; and
  5. Prompts students to explain and justify work and provides feedback that guides students to produce revised explanations and justifications.
- D. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to select or design and use a range of ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine students' mastery of grade-level standards in order to inform and adjust planning and instruction.
1. The teacher candidate identifies errors, gaps, and inconsistencies in students' knowledge, skills, and mathematical reasoning to remediate or scaffold students' learning during lesson implementation, using, but not limited to, the following strategies:
    - a. oral and written explanations of the elements and structures of mathematics and the meaning of procedures, analogies, and real life experiences;
    - b. manipulatives, models, and pictures or diagrams; and
    - c. problem sets.
  2. The teacher candidate uses trends in assessment results to plan lesson structure and sequence, instructional strategies, remediation and enrichment opportunities for students.

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# Early Childhood Teacher Competencies

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## INTRODUCTION

The early childhood teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking early childhood ancillary certification and certification in birth to kindergarten.

- A. The teacher candidate designs instructional learning outcomes that are written in terms of what children will learn rather than do and include indicators from applicable Louisiana Birth to Five Early Learning Development Standards (ELDS) domains, and are appropriate for diverse learners (e.g., special education students, ESL students).
- B. The teacher candidate provides emotional and behavioral support to children as indicated by the following:
  - 1. creates a positive environment that supports emotional connections between children and adults and between children and their peers;
  - 2. exhibits an awareness and sensitivity to children's emotional and learning needs;
  - 3. allows opportunities for exploration while providing comfort, reassurance and encouragement; and
  - 4. places emphasis on children's perspectives, interests, motivations, and points of view.
- C. The teacher candidate manages classroom organization to support children's development as indicated by the following:
  - 1. sets clear age-appropriate expectations for children's behavior;
  - 2. supports positive behavior by using effective methods, including but not limited to highlighting positive behaviors and redirecting misbehaviors;
  - 3. promotes children's ability to regulate their own behavior, including but not limited to using a proactive approach and planning to minimize disruptions;
  - 4. manages instructional and learning time and routines so children have maximum opportunities to be engaged in learning activities;
  - 5. maximizes children's interest and engagement by being actively involved in the children's learning process; and
  - 6. uses a variety of materials and modalities to gain children's interest and participation in activities.
- D. The teacher candidate provides engaged instructional support for learning as indicated by the following:
  - 1. uses interactions and discussions to promote higher-order thinking skills and cognition;
  - 2. focuses on promoting children's understanding rather than on rote instruction or memorization;
  - 3. provides feedback that expands children's learning and understanding;
  - 4. scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills independently;
  - 5. provides opportunities for conversations for the purpose of promoting opportunities for language use;
  - 6. utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways;
  - 7. models language use and forms through repeating and extending children's responses and through self and parallel talk; and
  - 8. uses a variety of words and language forms that are new and unique to extend children's understanding of these parts of language.

- E. The teacher candidate uses assessment to guide planning and understand children's levels of growth and development as indicated by the following:
1. conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities;
  2. gathers and uses assessment data for the purpose of planning instruction, activities, and experiences that further promote children's development and learning;
  3. reflects on child assessment data and connections to teacher action and make changes to continuously improve practice; and
  4. makes decisions based on the progress of children's development with reliability.

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# Other Certification Area Competencies

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## INTRODUCTION

The knowledge and skills needed for teacher candidates who are pursuing certification in the following certification areas are defined in the following standards.

## OTHER SPECIAL EDUCATION AREAS

- A. Early Interventionist Birth – Five Years: Council for Exceptional Children (CEC) Initial Special Education Early Childhood Specialty Set
- B. Deaf and Hard of Hearing K-12: CEC Initial Special Education Deaf and Hard of Hearing Specialty Set
- C. Visual Impairments/Blind K-12: CEC Initial Special Education Blind and Visually Impaired Specialty Set
- D. Academically Gifted: National Association for Gifted Children (NAGC) Teacher Preparation Standards for Gifted
- E. Significant Disabilities 1-12: CEC Initial Special Education Individualized Independence Curriculum Specialty Set

## MIDDLE GRADES 4-8 EDUCATION

- A. Science Education: National Science Teachers Association (NSTA) Standards for Science Teacher Preparation
- B. Social Studies Education: National Council for the Social Studies (NCSS) Standards for the Initial Preparation of Social Studies Teachers

## SECONDARY GRADES 6-12 EDUCATION

- A. Agriculture Education: American Association for Agriculture (AAAE) National Standards for Teacher Education in Agriculture
- B. Business and Marketing Education: National Business Education Association (NBEA) Business Teacher Education Standards
- C. Computer Science Education: International Society for Technology in Education (ISTE) Standards for Computer Science Educators
- D. Family and Consumer Sciences Education: American Association of Family and Consumer Sciences (AAFCS) Standards
- E. Foreign Languages Education: American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers
- F. Journalism Education: Association (JEA) Standards for Journalism Educators
- G. Science Education: National Science Teachers Association (NSTA) Standards for Science Teacher Preparation
- H. Social Studies Education: National Council for the Social Studies (NCSS) Standards for the Initial Preparation of Social Studies Teachers
- I. Technology Education: International Society for Technology in Education (ISTE) Standards and International Technology and Engineering Educators Association (ITEEA) Standards

## ALL LEVELS K-12 EDUCATION

- A. Art Education: National Association of Schools of Art and Design (NASAD) Standards for Art Teacher Preparation
- B. Dance Education: National Association of Schools of Dance (NASD) Standards for Dance Teacher Preparation
- C. English as a Second Language Education: Teachers of English to Speakers of Other Languages (TESOL) Standards for Teacher Education Programs
- D. Foreign Languages Education: American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers
- E. Health and Physical Education: Society of Health and Physical Educators (SHAPE) America Initial Health Education Teacher Education Standards and Initial Physical Education Teacher Education Standards
- F. Music Education: National Association of Schools of Music (NASM) Standards for Music Teacher Preparation
- G. Theater Education: National Association of Schools of Theatre (NAST) Standards for Theater Teacher Preparation

# **Attachment E**

## **Performance Review Program for Initial Licensure (PRPIL)**

1. General Informational Materials from Class Measures Website
2. Class Measures Annual Report 2016-2017 (PRPIL)
3. PRPIL Program Summary and Sample Documents Used

# PERFORMANCE REVIEW PROGRAM FOR INITIAL LICENSURE (PRPIL)

The alternative route to Initial licensure

## INITIAL LICENSURE (PRPIL)

We are now accepting applications for the 2018-2019 school year.

We now accept all Provisional non-vocational teacher licenses, including Elementary, Special Education and more!

## WHAT IS PRPIL?

The Performance Review Program for Initial Licensure (PRPIL) is an alternative licensure program for Massachusetts teachers who are ready to advance from a Provisional license to an Initial license. The program is [Route 2](#) in the Board of Elementary and Secondary Education's [Regulations for Educator Licensure and Preparation Program Approval](#). Class Measures administers this program on behalf of the Massachusetts Department of Elementary and Secondary Education (DESE). In order to successfully complete this program, teachers must demonstrate that they are satisfactorily meeting the standards detailed in [Candidate Assessment of Performance \(CAP\)](#) as well as a selection of elements from the Professional Standards for Teachers.

Class Measures has been providing this program since its inception in 2003. In that time, PRPIL has grown from an initial cohort of 25 teachers to its current size of approximately 300 teachers per year. More than 3,000 teachers have now earned their Initial license through PRPIL.

## Top 5 Reasons to Enroll in PRPIL



IF ALREADY REGISTERED

[APPLY ONLINE](#)



NOT YET REGISTERED

[CREATE AN ACCOUNT](#)



PREFER A PAPER APPLICATION?

[APPLICATION IN WORD](#)

[APPLICATION IN PDF](#)



## PROGRAM OVERVIEW

Massachusetts' teachers holding a Provisional license are expected to advance to an Initial license during their fourth or fifth year of teaching under a Provisional license.\* Teachers holding a Preliminary or Provisional license have not yet completed a student teaching practicum accepted by the state. Therefore, PRPIL is designed to offer a framework for demonstrating that they hold the pedagogical skills required to remain in the classroom as described in the Candidate Assessment of Performance (CAP). This framework includes a prerequisite requirement of 120 hours of training in pedagogy.

*\*Please Note: A Provisional license is good for 5 years of full-time teaching beginning in the month in which you actually begin teaching. For part-time teachers, progress toward the five year mark is prorated accordingly. The Provisional license was previously known as the Preliminary license. For further clarification please contact the Class Measures office or the DESE Office of Educator Licensure.*

Teachers enrolled in PRPIL are assessed based on the two main components of the program: a [portfolio](#) and [classroom observations](#). Documentation occurs using several [CAP documents](#).

[CAP FORM](#)

[OBSERVATION FORM](#)

[FORMATIVE ASSESSMENT FORM](#)

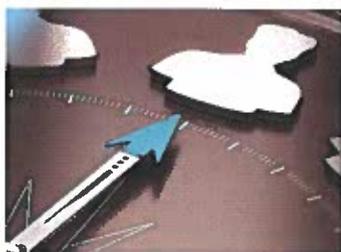
[SUMMATIVE ASSESSMENT FORM](#)

[PORTFOLIO EVIDENCE LIST](#)

Throughout the program, teachers work with the support of two experienced educators: a [mentor](#) chosen by the teacher and an [Instructional Consultant](#) recruited and trained by Class Measures. The teacher, mentor, and Instructional Consultant work together to complete a total of four classroom observations (two announced observations with the Instructional Consultant and two unannounced observations with the mentor). Each enrolled teacher also compiles a portfolio. Portfolios include a one-page reflection for each of the four standards and two pieces of hard evidence for each selected element as well as several required forms. The goal is to demonstrate that the teacher is exhibiting competence in the standards through his/her regular classroom teaching.

## PROGRAM DETAILS

For further details regarding individual aspects of the program, please click on the headings below.



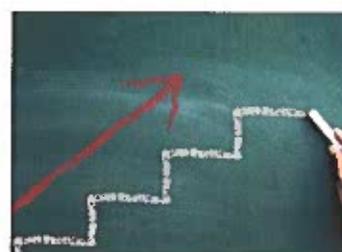
ELIGIBILITY

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# ELIGIBILITY

[INITIAL LICENSURE \(PRPIL\)](#) › [ELIGIBILITY](#)

## ARE YOU ELIGIBLE FOR PRPIL?

**PROSPECTIVE APPLICANTS MUST MEET ALL OF THE FOLLOWING REQUIREMENTS:**

- 1. Hold a Massachusetts Provisional (formerly known as Preliminary) non-vocational teaching license.**
- 2. Have completed at least two years of teaching under a Provisional licensure.** Teachers applying during their third year cannot be endorsed for their Initial license until the end of their third year.
- 3. Have completed 120 hours of educational coursework or training related to the pedagogy of teaching.** Please note, for the purposes of this program:
  - A combination of undergraduate/graduate course credits and PDPs can be used to reach the 120 hour requirement.
  - The ESE has determined that all 3 and 4 credit undergraduate/graduate education courses equal 45 hours, regardless of the institution's course hours. Each PDP equals 1 hour.
  - For course credits, please provide a transcript. For PDPs, please provide copies of your PDP certificates or an official list of PDPs from a district administrator.
  - All training hours must be in pedagogy. This includes differentiated instruction, classroom management, skillful teaching, incorporating technology in the classroom, SEI endorsement credits and other pedagogical topics. The training does not need to be subject area specific.
  - See [Earn Professional Development Points](#) for an opportunity to earn PDPs through online courses offered by Knowledge Delivery Systems.
- 5. Be currently teaching in the subject and grade level of the Provisional license being advanced.**
- 6. Find a mentor who holds an Initial or Professional license in Massachusetts.**
- 7. Be recommended by his/her current principal.**
- 8. For Music Teachers Only: Be able to present evidence verifying all subject matter topics listed in the [Subject Matter Knowledge for Music](#) document.**

If you are unsure if you meet the above eligibility requirements, please contact us at 781-939-5699 or [info@classmeasures.com](mailto:info@classmeasures.com).

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READY TO APPLY?

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PLEASE NOTE:

Acceptance into our program does not guarantee Initial licensure.



AS OF JULY 1, 2014 T  
REQUIRES ALL CORE  
AREA TEACHERS TO  
SEI ENDORSEMENT I  
TO ADVANCE TO INI  
LICENSURE.

**If you have not yet com  
SEI Endorsement you m  
PRPIL and receive the P  
endorsement, but you v  
receive an Initial licens  
SEI Endorsement is com**

**TRIBAL** working as one

100 Tower Park Drive Suite A | Woburn, MA 01801  
Phone: 781-939-5699 | Fax: 781-939-5744 | [info@classmeasures.com](mailto:info@classmeasures.com)



# INSTRUCTIONAL CONSULTANTS

INITIAL LICENSURE (PRPIL) » [INSTRUCTIONAL CONSULTANTS](#)

## INSTRUCTIONAL CONSULTANTS

THE INSTRUCTIONAL CONSULTANT (IC) IS AN EXPERIENCED EDUCATOR RECRUITED AND TRAINED BY CLASS MEASURES. THE IC WORKS IN CONJUNCTION WITH THE MENTOR TO PROVIDE SUPPORT FOR THE TEACHER THROUGHOUT THE PROGRAM. THE IC SERVES AS THE TEACHER'S PRIMARY RESOURCE FOR GUIDANCE DURING THE PROGRAM.

## ELIGIBILITY REQUIREMENTS

All Instructional Consultants have the following qualifications:

- Professional teaching license in Massachusetts;
- Masters Degree or National Board Certification;
- Minimum three years teaching experience.

Instructional Consultants must apply for the position with Class Measures and attend periodic training sessions offered by Class Measures.

For information on becoming an Instructional Consultant please see [Consulting Opportunities](#).

## INSTRUCTIONAL CONSULTANT RESPONSIBILITIES

The Instructional Consultant will:

- Contact the enrolled teacher and mentor to arrange a schedule for the program
- Participate in all 3-Way meetings
- Conduct 2 announced observations, including verbal and written feedback
- Assist in development of the portfolio
- Work with the mentor to agree upon formative and summative ratings
- Sign all required paperwork at the end of the program, assuming all parties agree that the enrolled teacher should be endorsed for Initial licensure

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INITIAL LICENSURE (PRPIL) › [MENTORS](#)

## MENTORS

FOR THE PURPOSES OF THIS PROGRAM, A MENTOR IS A FELLOW EDUCATOR CHOSEN BY THE PARTICIPATING TEACHER DURING THE APPLICATION PROCESS. THE MENTOR WORKS IN CONJUNCTION WITH THE INSTRUCTIONAL CONSULTANT TO PROVIDE SUPPORT FOR THE TEACHER THROUGHOUT THE PROGRAM. THE MENTOR RECEIVES 20 PROFESSIONAL DEVELOPMENT POINTS (PDPS) WHEN THE TEACHER SUCCESSFULLY COMPLETES THE PROGRAM.

## ELIGIBILITY REQUIREMENTS

A potential mentor must meet the following minimum requirements:

- Initial or Professional teaching license in Massachusetts;
- High-quality standing within the district, including the support of the teacher's principal; and
- Commitment to fulfilling all Mentor Responsibilities as outlined below.

## MENTOR RESPONSIBILITIES

All mentors are required to fulfill the following responsibilities while participating in PRPIL:

- Complete a short online training for mentors: <https://www.surveymonkey.com/r/PRPILmentortraining>
- Provide general support to the teacher, including guidance and feedback as needed
- Participate in all 3-Way meetings
- Conduct 2 unannounced observations including verbal and written feedback
- Work with the Instructional Consultant to agree upon formative and summative ratings
- Sign all required paperwork at the end of the program, assuming all parties agree that the enrolled teacher should be endorsed for Initial licensure

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RESPONSIBILITIES

[MENTOR RESPONSIBILITIES](#)

# PORTFOLIO GUIDELINES

INITIAL LICENSURE (PRPIL) › [PORTFOLIO GUIDELINES](#)

## PORTFOLIO GUIDELINES

ALL TEACHERS IN PRPIL ARE REQUIRED TO COMPILE A PORTFOLIO OF FORMS AND EVIDENCE DEMONSTRATING COMPETENCE IN A SELECTION OF ELEMENTS FROM THE PROFESSIONAL STANDARDS FOR TEACHERS. AT THE END OF THE PROGRAM, THE PORTFOLIO IS SUBMITTED TO THE CLASS MEASURES OFFICE FOR REVIEW.

## PORTFOLIO FORMAT

Portfolios can be submitted in either paper or electronic format.

**PAPER PORTFOLIOS** - Paper portfolios should be submitted in a 3-ring binder with all sections clearly delineated and labeled. Accompanying evidence should also be clearly labeled. Paper portfolios can be mailed to the Class Measures office. They will be mailed back to the teacher at no additional cost when the review is complete.

**ELECTRONIC PORTFOLIOS** - Electronic portfolios can be created on a CD/DVD/USB flash drive or using an available web host. Portfolios on CD/DVD/USB flash drive can be mailed to the Class Measures office. A web-based portfolio can be submitted by email.

## PORTFOLIO ORGANIZATION

The portfolio should include the following documentation. Individual components are explained below.

1. A photocopy of the completed CAP Form
2. Copies of both the Formative and Summative Assessment Forms
3. Copies of all four CAP Observation Forms (2 announced and 2 unannounced)
4. A section for each of the 4 standards, each including:
  - a. A Portfolio Evidence List including original signatures, placed at the beginning of the section
  - b. A reflection for that standard, placed after the Portfolio Evidence List
  - c. **Two** pieces of evidence for each element listed below, placed in its own labeled subsection (see *The Professional Standards for Teachers*)

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### SAMPLE PORTFOLIO

We occasionally have **san portfolios** in our office fc  
Please call ahead to make  
appointment.

P: 781-939-5699

E: [info@classmeasures.com](mailto:info@classmeasures.com)

## THE CAP FORM

The [CAP Form](#) provides a place to collect relevant information about the teacher, mentor and Instructional Consultant. It is the final "sign-off" form used at the end of the program. The completed copy with original signatures should be submitted to the Class Measures office by the Instructional Consultant. A photocopy of the completed CAP Form should be placed in the portfolio.

## THE CAP OBSERVATION FORM

There is a single [CAP Observation Form](#) that will be completed four times during PRPIL - once following each of the announced and unannounced observations. A copy of each should be included in the portfolio. The originals should be submitted by the Instructional Consultant at the end of the program.

## THE FORMATIVE AND SUMMATIVE ASSESSMENT FORMS

The Formative and Summative Assessment Forms provide a means to assess and record the teacher's progress throughout the program. The [Formative Assessment Form](#) is completed jointly by the IC and mentor prior to the second 3-Way Meeting. The [Summative Assessment Form](#) is completed jointly by the IC and mentor prior to the third 3-Way Meeting. A copy of each Assessment Form should be included in the portfolio. The originals should be submitted by the Instructional Consultant at the end of the program.

## PORTFOLIO EVIDENCE LISTS

Each of the 4 standards has a [Portfolio Evidence List](#). Use these forms to list the individual pieces of evidence being submitted for each element. Signatures from the IC, mentor and enrolled teacher are required on the Summary page. Place each page at the beginning of the relevant standard's section in the portfolio. The Summary page with original signatures should be submitted by the Instructional Consultant at the end of the program. A copy of the Summary page should be placed at the end of the portfolio.

## PERSONAL REFLECTIONS

In addition to collecting evidence, teachers must write a one-page personal reflection for each of the 4 standards. (Reflections are not necessary for each element.) Each personal reflection should be included at the beginning of the relevant standard's section in the portfolio.

The personal reflection pieces should use a past/present/future format. Each reflection should first touch upon the teacher's thoughts as he/she started teaching and then the changes and growth within the standard area that have occurred over the teacher's time in the classroom. Lastly, the reflection should address how the teacher hopes to grow in this standard area in the future. Additional information about personal reflections can be found in this downloadable document:

[\(Writing Your Reflective Pieces - PDF\)](#)

## THE PROFESSIONAL STANDARDS FOR TEACHERS

The Professional Standards for Teachers summarize the general pedagogical skills expected of all teachers in Massachusetts. They apply to teachers in all subject areas and at all grade levels.

The Professional Standards for Teachers include several indicators and elements for each of the 4 standards, which can be found in their entirety on the DESE website. **PRPIL requires portfolio evidence for selected elements only. The following chart lists the elements for which portfolio evidence is required by PRPIL:**

A4: Well-Structured Lessons

B1: Variety of Assessment Methods

B2: Adjustments to Practice

C3: Sharing Conclusions With Students

B1: Safe Learning Environment

C2: Maintains Respectful Environment

D1: Clear Expectations

D2: High Expectations

**Standard 3: Family and Community Engagement**

A1: Parent/Family Engagement

B1: Learning Expectations (Collaboration)

C1: Two-Way Communication

**Standard 4: Professional Culture**

A1: Reflective Practice

B1: Professional Learning and Growth

C1: Professional Collaboration

## EVIDENCE

Portfolios should include at least two pieces of "hard" evidence for each element listed above. There are many forms of evidence that can be included in portfolios. We encourage teachers to be creative in determining what materials to include as evidence. Please highlight the section of each piece of evidence that is directly relevant to the element. **Types of evidence frequently used in portfolios include:**

- Lesson plans/units
- Student work
- Observation reports from an administrator or IC (note: only one observation can be used for each element)
- Certification of completion of workshops, seminars, professional development, etc.
- Assessments
- Copies from plan books
- Individual Education Plans (identifying information removed)
- Teacher handbooks
- Newsletters
- Newspaper clippings
- Letters from colleagues, parents or students
- Pictures (must be supported by a written description of the picture's relevance to the element)
- Transcripts
- Letters of recommendation
- Copies of program or flyers from student events/performances
- Homework assignments

If the connection between the element and the evidence submitted is not readily apparent, please include a short description of the ways in which the evidence demonstrates competence in that element.

A single document may be used only once in the portfolio.

Evidence must be from teaching during the school day and school year with students within the subject area and grade level span of the license being sought. Evidence from after school programs, summer programs, and adult learners cannot be used. Whenever possible, evidence should not be more than five years old.



# SAMPLE TIMELINE

INITIAL LICENSURE (PRPIL) > [SAMPLE TIMELINE](#)

## HOW LONG DOES PRPIL TAKE?

CLASS MEASURES EXPECTS THAT MOST TEACHERS WILL COMPLETE THE PROGRAM WITHIN 4-6 MONTHS.

## ANTICIPATED TIMELINE FOR A TEACHER IN PRPIL

### **APPLICATION**

Teacher applies to PRPIL - [How to Apply](#)

Teacher is accepted into program. Payment is due within 30 days of receipt of invoice - [Program Cost & Payment Options](#)

Instructional Consultant (IC) is assigned and contacts teacher and mentor - [Instructional Consultants](#)

Mentor completes short online training: <https://www.surveymonkey.com/r/PRPILmentortraining>

### **FIRST 3-WAY MEETING**

First 3-Way Meeting (must include teacher, IC, and mentor):

- Must be in person
- Discuss program requirements
  - Observations (2 announced by IC, 2 unannounced by mentor)
  - Portfolio setup and requirements - [Portfolios](#)
  - CAP forms
- Schedule the two announced observations - [Classroom Observations](#)

### **OBSERVATION - ANNOUNCED #1**

Instructional Consultant conducts Announced Observation #1

- Teacher send IC lesson plan prior to observation

[ELIGIBILITY >>](#)

[HOW TO APPLY >>](#)

[SAMPLE TIMELINE >>](#)

[CLASSROOM OBSERVAT](#)

[INSTRUCTIONAL CONSU](#)

[MENTORS >>](#)

[PORTFOLIO GUIDELINES](#)

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DOWNLOAD TIMELII

TIMELINE



Teacher continues work on portfolio, requesting assistance from mentor and/or IC as needed

### **OBSERVATION - UNANNOUNCED #1**

Mentor conducts Unannounced Observation #1

- Teacher and mentor meet briefly after the observation for verbal feedback and portfolio check
- Mentor completes [CAP Observation Form](#) and send it to the teacher and IC

Teacher continues work on portfolio, requesting assistance from mentor and/or IC as needed

### **FORMATIVE RATINGS & SECOND 3-WAY MEETING**

Instructional Consultant and mentor discuss formative ratings in person or electronically using the [CAP Formative Assessment Form](#) - both parties must agree on formative ratings

Second 3-Way Meeting (must include teacher, IC and mentor):

- May be in person or electronic
- Instructional Consultant and mentor present formative ratings to teacher and discuss as needed

Instructional Consultant and mentor look at portfolio and make any needed suggestions for improvement

### **OBSERVATION - ANNOUNCED #2**

Instructional Consultant conducts Announced Observation #2

- Teacher sends IC lesson plan prior to observation
- Teacher and IC meet briefly after the observation for verbal feedback and portfolio check
- IC completes the [CAP Observation Form](#) and sends it to the teacher and mentor

Teacher continues work on portfolio, requesting assistance from mentor and/or IC as needed

### **OBSERVATION - UNANNOUNCED #2**

Mentor conducts Unannounced Observation #2

- Teacher and mentor meet briefly after the observation for verbal feedback and portfolio check
- Mentor completes [CAP Observation Form](#) and sends it to the teacher and IC

Teacher finalizes portfolio, requesting assistance from mentor and/or IC as needed

### **SUMMATIVE RATINGS, FINAL PORTFOLIO REVIEW, LAST 3-WAY MEETING, SIGNING OF PAPERWORK**

Instructional Consultant and mentor discuss summative ratings in person or electronically using the [CAP Summative Assessment Form](#) - both parties must agree on summative ratings

Instructional Consultant and mentor look at completed portfolio and make any needed suggestions for improvement until portfolio is ready to be submitted to Class Measures

Final 3-Way Meeting (must include teacher, IC and mentor)

- Must be in person
- IC and mentor present summative ratings to teacher and discuss as needed



## **SUBMISSION OF FINAL MATERIALS**

Instructional Consultant submits the following ORIGINAL documents to the Class Measures office:

- completed Purchase Order for the teacher (received by email)
- completed CAP Form with original signatures
- completed Observation Forms (4 total - 2 announced and 2 unannounced)
- completed Formative Assessment Form
- completed Summative Assessment Form
- completed Portfolio Evidence List Summary Page

Teacher submits completed portfolio to the Class Measures office

Teacher applies for Initial license online (using [ELAR](#)) if he/she has not already done so

## **LAST STEPS**

Portfolio is reviewed by the Class Measures office

Teacher, IC and mentor are contacted by email when portfolio review is completed:

- Additional evidence is requested if needed; OR
- If no additional evidence is requested, Class Measures provides endorsement to the DESE

## **FOLLOWING COMPLETION OF THE PROGRAM**

Portfolio is mailed back to teacher unless pickup is requested

Completion certificate for teacher and PDP certificate for mentor will be included inside front cover of portfolio; for electronic portfolios, certificates are mailed directly to the teacher

Electronic survey is sent to teacher, mentor and principal

Please note the following:

- Licenses are granted only by the DESE - not by Class Measures
- The Instructional Consultant is referred to as the Program Supervisor on all CAP paperwork
- The mentor is referred to as the Supervising Practitioner on all CAP paperwork

Any questions regarding the information on this timeline should be directed to our office at 781-939-5699.

A printer friendly version of this timeline is available in the sidebar.





100 Tower Park Drive Suite A | Woburn, MA 01801  
Phone: 781-939-5699 | Fax: 781-939-5744 | [info@classmeasures.com](mailto:info@classmeasures.com)



# CLASSROOM OBSERVATIONS

[INITIAL LICENSURE \(PRPIL\)](#) > [CLASSROOM OBSERVATIONS](#)

## CLASSROOM OBSERVATIONS

### PRPIL INCLUDES A TOTAL OF FOUR CLASSROOM OBSERVATIONS:

The Instructional Consultant will conduct 2 Announced Observations, which must be a minimum of 4 weeks apart. The mentor will conduct 2 Unannounced Observations. The observations must take place in the following order:

1. Announced Observation #1 (IC)
2. Unannounced Observation #1 (mentor)
3. Announced Observation #2 (IC)
4. Unannounced Observation #2 (mentor)

Observations should be one class period in length (approximately 45-60 minutes). Prior to the announced observations only, the teacher should provide the Instructional Consultant with a copy of the lesson plan being used as well as any other materials requested.

During each observation, the observer will be looking for evidence relating to the Essential Elements designated by CAP.

Following each observation the teacher will receive verbal as well as written feedback. Written feedback will be offered using the [CAP Observation Form](#).

[ELIGIBILITY »](#)

[HOW TO APPLY »](#)

[SAMPLE TIMELINE »](#)

[CLASSROOM OBSERVATI](#)

[INSTRUCTIONAL CONSU](#)

[MENTORS »](#)

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# Performance Review Program for Initial Licensure (PRPIL)

ANNUAL REPORT 2016-2017  
CLASS MEASURES

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November 2017  
[www.classmeasures.com](http://www.classmeasures.com)

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## PROGRAM & REPORT OVERVIEW

The Performance Review Program for Initial Licensure (PRPIL) is an alternative licensure program for Massachusetts teachers who need to advance from a Provisional (previously called Preliminary) license to an Initial license. The program has historically been Route 4 in the Board of Elementary and Secondary Education's *Regulations for Educator Licensure and Preparation Program Approval*<sup>1</sup> but PRPIL was recently changed to Route 2. Class Measures administers this program on behalf of the Massachusetts Department of Elementary and Secondary Education (DESE). Since 2003, more than 3,000 teachers have earned their Initial license through the PRPIL program.

Massachusetts' teachers holding a Provisional license<sup>2</sup> must advance to an Initial license within three to five years of beginning to teach in the license subject area. The PRPIL program is designed to offer teachers a framework for demonstrating that they have gained the pedagogical skills needed to remain in the classroom as described in the *Candidate Assessment of Performance* published by DESE. The PRPIL framework includes a prerequisite requirement of 120 hours of coursework in pedagogy, as well as classroom observations and a portfolio completed during the program.

Teachers enrolled in PRPIL work closely with two experienced education professionals: a mentor chosen by the teacher and an Instructional Consultant assigned by Class Measures. The teacher, mentor, and Instructional Consultant work together to complete a total of four classroom observations (two with the mentor and two with the Instructional Consultant). Each teacher must also compile a portfolio including a one-page reflection for each standard in the *Candidate Assessment of Performance* and two pieces of hard evidence for each selected element in each standard. The goal is to demonstrate that the teacher is exhibiting competence in the standards through his/her regular classroom teaching.

As part of our ongoing efforts to measure and improve the quality of the PRPIL program, Class Measures has gathered program information from several sources: our participant database, our Instructional Consultant database, and Program Quality Surveys. This Annual Report includes a summary of this information as well the improvements we hope to make in the coming year.

In summer 2017 the Board of Elementary and Secondary Education made changes to the regulations that impact PRPIL. In addition to the license name change (Preliminary to Provisional) and Route change (from 4 to 2), additional subject area licenses have been added to PRPIL's repertoire. PRPIL is now able to support teachers with all non-vocational teacher licenses.

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<sup>1</sup> The text from the regulations can be found at <http://www.doe.mass.edu/lawsregs/603cmr7.html?section=05>.

<sup>2</sup> These teachers passed the Massachusetts Test for Educator Licensure (MTEL) in Communication & Literacy as well as their subject area(s) but have not completed a student teaching practicum.

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# COHORT OVERVIEW

## GENERAL PROCESS

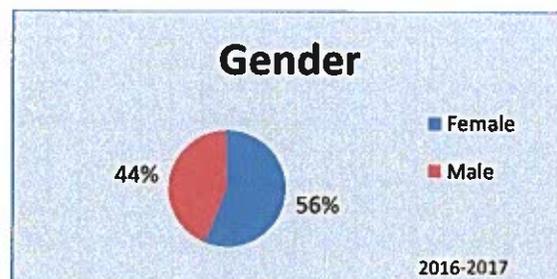
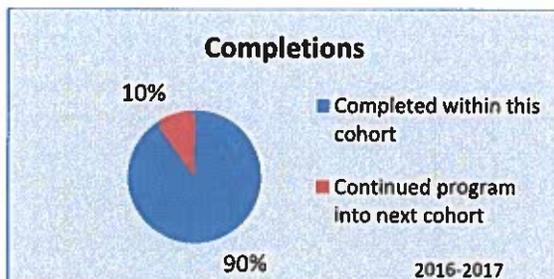
The PRPIL program utilizes a rolling admissions process. Therefore, we consider each cohort to include all teachers accepted into the program between March 1 and the following February 28, plus any teachers accepted earlier who declare their intent to begin the program with this cohort. Teachers work through the program at their own pace resulting in a variety of completion intervals. While most teachers complete the program within the cohort into which they were accepted (4-6 months), some teachers continue the program into the following cohort. Teachers who complete by September 30 are considered to have finished within their assigned cohort.

Program quality information is collected via optional electronic survey after a teacher has completed PRPIL. Survey data is reported here for teachers, mentors, and principals completing the program between October 1, 2016 and September 30, 2017. The majority of data collected during this time reflects teachers finishing within their assigned cohort. However, some survey data also reflects teachers from earlier cohorts who finished the program within the current year.

Class Measures gathers certain demographic data from information provided on the program application. However, some data is not ascertainable in every case. Accordingly, the aggregated demographic data reported below includes the category "Unknown" where applicable.

## 2016-2017 COHORT STATISTICS & DEMOGRAPHIC DATA

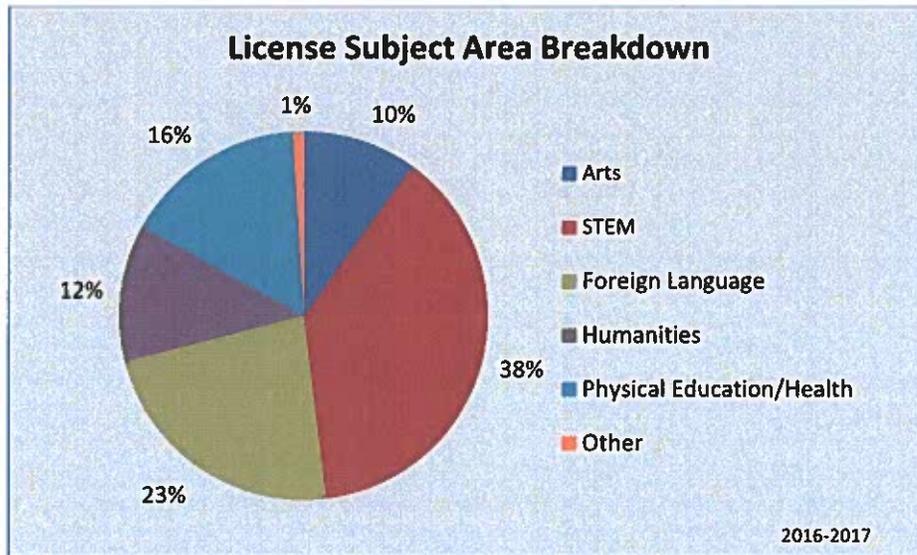
The 2016-2017 cohort consisted of 285 teachers. Three teachers withdrew from the program<sup>3</sup> leaving a cohort of 282. Of these, 253 (90%) completed the program within the 2016-2017 cohort (i.e. on or before September 30, 2017). The remaining 29 teachers continued the program into the 2017-2018 cohort. The 2016-2017 cohort included teachers from 151 school districts. The teachers represented 26 license subject areas. The cohort has somewhat more women than men.



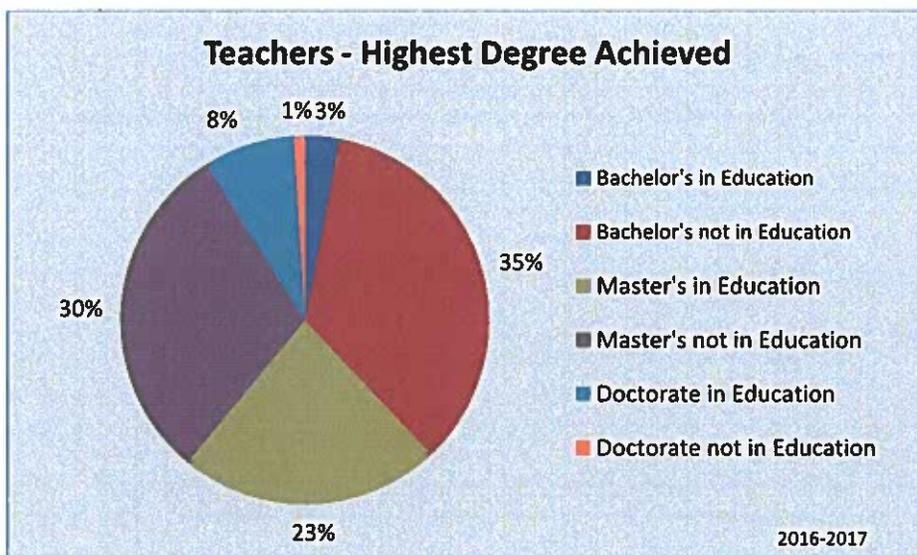
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<sup>3</sup> These teachers withdrew from the program voluntarily.

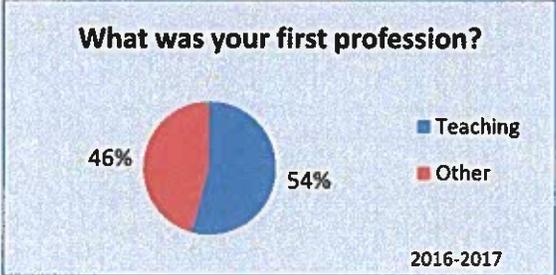
The STEM subject areas (science, technology, engineering, mathematics) represent 38% of this cohort, supporting the need for alternative licensure to increase the number of teachers in STEM subjects. If arts is included (STEAM) the total percentage jumps to 48%, almost half the program participants. Foreign Language also shows strong use of PRPIL, representing 23% of participants this year.



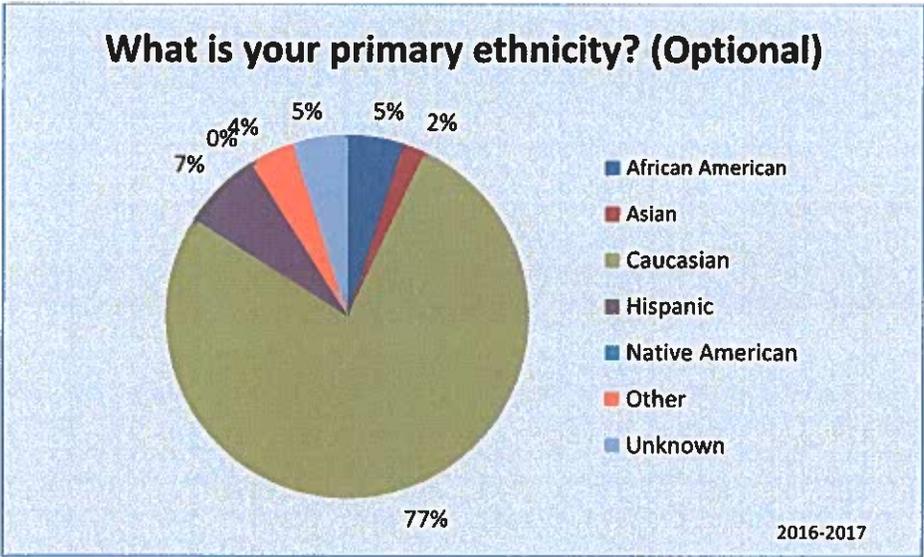
Despite often being within their first five years of teaching, PRPIL teachers are well-educated, with over half (53%) of this year's cohort having earned a Master's Degree and nine percent having earned a Doctorate. However, the majority of degrees (66%) earned by this cohort were not in Education. This emphasizes the high level of knowledge and expertise brought to Massachusetts classrooms by PRPIL graduates. It also demonstrates the need for alternative avenues to licensure (such as PRPIL) designed for teachers whose education was not specifically in the field of teaching.



One important goal of PRPIL is to provide teachers who were delayed entrants (career changers) a means of earning an Initial license. Slightly more than half the cohort (54%) reported teaching as their first profession, with the other half self-reporting as delayed entrants.



Applicants are asked to identify their ethnicity, however answering is optional. This year 95% chose to answer. Among those who answered the question, most are Caucasian. However, several other ethnicities are represented in the cohort as well.



# 2016-2017 PROGRAM QUALITY SURVEY RESULTS

All teachers, mentors and principals involved with the program (except those who have previously opted out of all Class Measures surveys) are sent an electronic Program Quality Survey once the teacher has completed the program and has been endorsed for his/her license. In the table below, the number of surveys delivered is the number attempted minus those that bounced due to an incorrect or inactivated email address. The response rates are calculated as a percentage of the surveys delivered.

**2016-2017 Program Quality Survey Response Statistics**

	Teachers	Mentors	Principals
Attempted	274	272*	252*
Delivered	270	258	211
Bounced	3	8	32
Opted Out**	1	6	9
Partial Responses	17	3	0
Complete Responses	116	75	31
Total Responses	133	78	31
Response Rate	49%	30%	15%

\*The number of mentors and principals is lower than the number of teachers due to multiple teachers with the same mentor and/or principal.

\*\*This number represents individuals who received the survey invitation but chose to opt out of this and all future surveys.

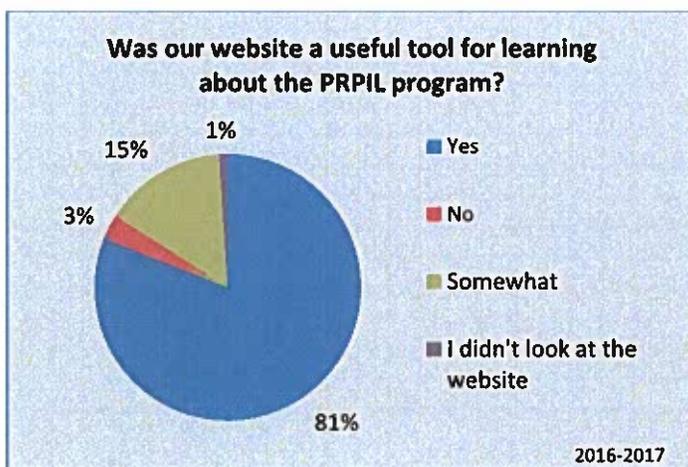
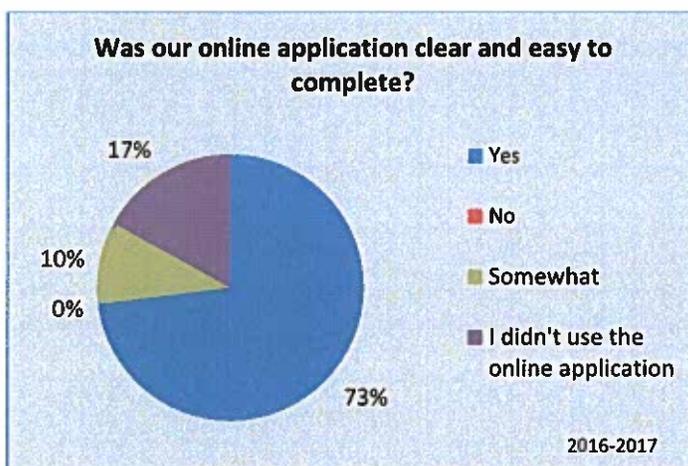
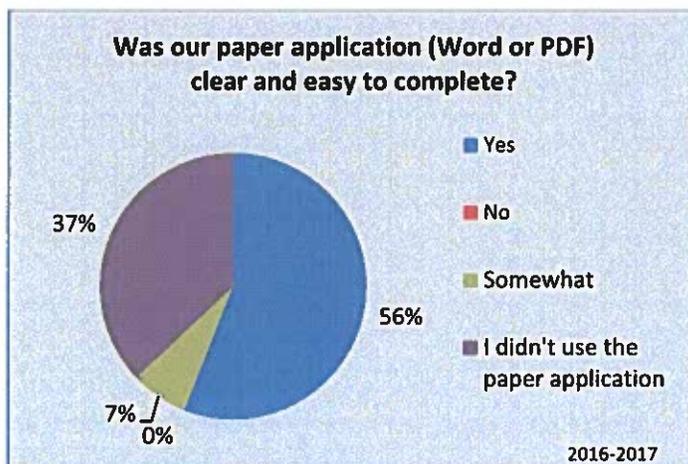
## **APPLICATION PROCESS**

Teachers who are interested in applying to PRPIL have several options for gathering information about the program. The Class Measures website offers detailed descriptions of all aspects of the program, the office is staffed regularly to field questions over the phone, and questions can be answered via email as well. The PRPIL program is listed on the Department of Elementary and Secondary Education’s website with a link to the Class Measures website, and promotional materials are periodically sent to schools and districts. Teachers can choose to apply using a paper application or an online application, both of which are available on our website. Most applications are reviewed within one week of being received.

*“I had a very positive experience applying to the program. The website was helpful and when I called with a specific question, the people I spoke with were friendly and also helpful.”*

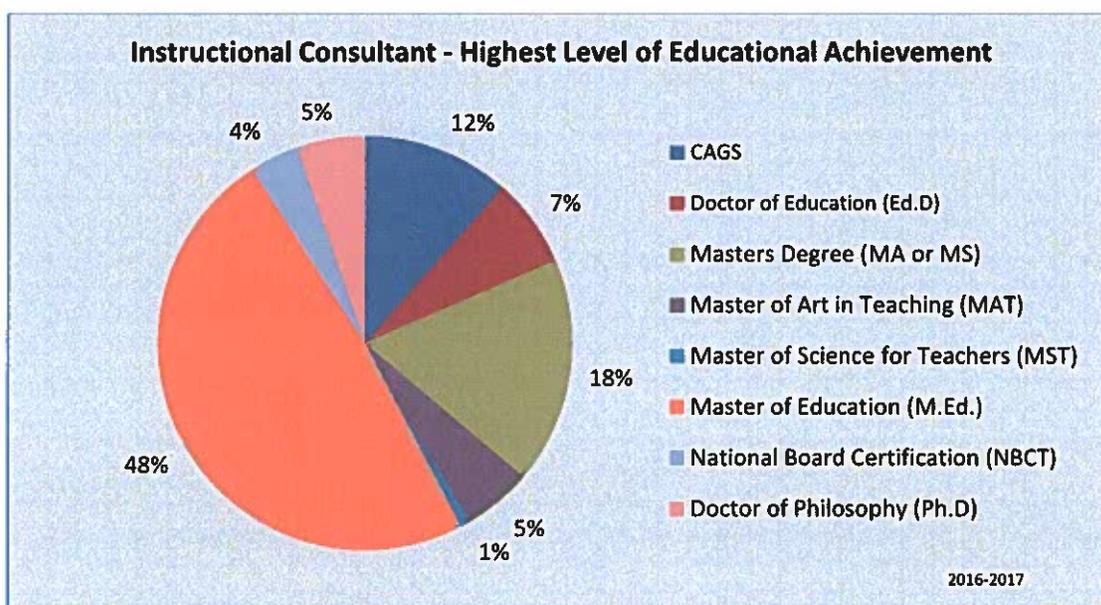
*–PRPIL Teacher*

Overall, teachers were pleased with the application process. The majority found the process to be clear and easy to negotiate while 96% found our website at least somewhat useful for gathering information about the program.



### INSTRUCTIONAL CONSULTANTS

Every teacher in the PRPIL program works closely with an Instructional Consultant. Instructional Consultants are experienced educators who are continually trained by Class Measures in the specifics of the PRPIL process. After an initial introductory training, all consultants attend a refresher training at least every other year. In addition, our consultants bring a high level of education and experience to inform their work with PRPIL teachers. All consultants have earned a Master’s Degree or National Board Certification. Twenty-four percent have earned a Certificate of Advanced Graduate Study (CAGS) or a Doctorate. Many are retired teachers and/or administrators with many years experience in the field of education. Please see the graph below for more information regarding the educational achievements of the Instructional Consultants.



Instructional Consultants conduct classroom observations, provide written reports, support the teacher’s compilation of an evidentiary portfolio, and serve as the teacher’s primary resource throughout the program. For most teachers the Instructional Consultant acts as their primary representative of Class Measures once the application process has been completed.

Class Measures currently utilizes 130 Instructional Consultants. When pairing a teacher with an Instructional Consultant, availability, physical location, subject area expertise, and grade level experience are taken into consideration.

Teachers’ survey responses indicated a high level of satisfaction with the assigned Instructional Consultants. Ninety-five percent (95%) rated their Consultant’s support as “Excellent” or “Good.”

*"[My Instructional Consultant] had a wonderful way about her. She noticed details of teaching and the classroom that only a veteran teacher would recognize. Every interaction we had was positive and professional."*

*-PRPIL Teacher*



### **MENTORS**

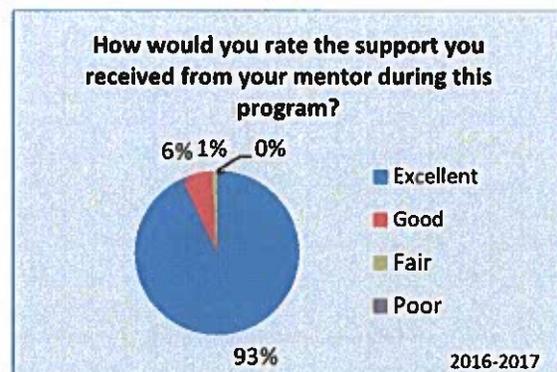
During the application process each teacher chooses a mentor who acts as a cooperating teacher during this process. The mentor is ideally a teacher at his/her school who is licensed in the same subject area. The mentor conducts classroom observations, provides written reports, supports the teacher's compilation of an evidentiary portfolio, and serves as a local source of support throughout the program.

Mentors are offered an online training prior to beginning the program. Of the 312 mentors who have completed the training since its inception, 78% rated it as "Very Useful." An additional 21% rated it as "Somewhat Useful."

Teachers reported high levels of satisfaction with their mentors: 99% rated the support they received from their mentor as "Excellent" or "Good."

*"[My mentor] was a tremendous help and was readily available for any questions or concerns I had. Her feedback from her observations were very helpful and her insight into my teaching approach was appreciated."*

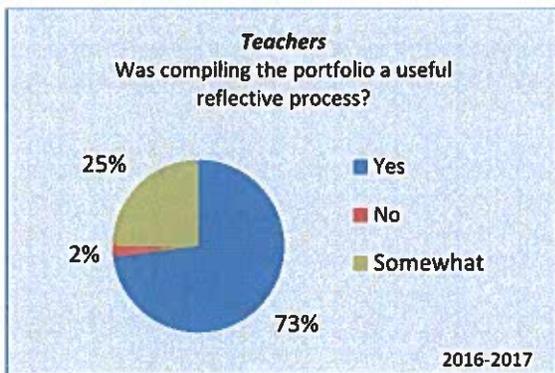
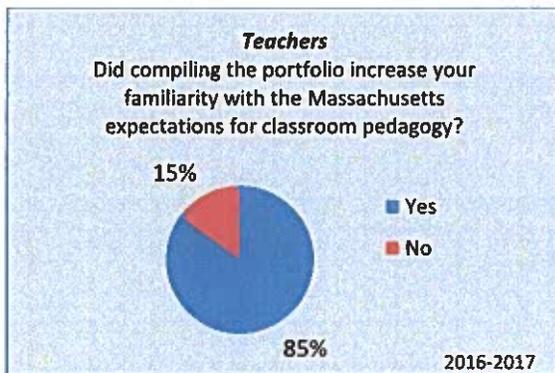
*-PRPIL Teacher*



## PORTFOLIOS

A significant aspect of the PRPIL program is the portfolio compiled by all teachers who participate in the program. Portfolios are organized around the *Candidate Assessment of Performance* and include two pieces of hard evidence for each selected element, as well as a one-page reflection for each of the four Standards.

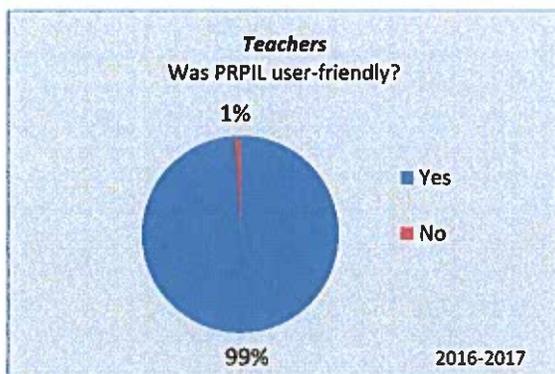
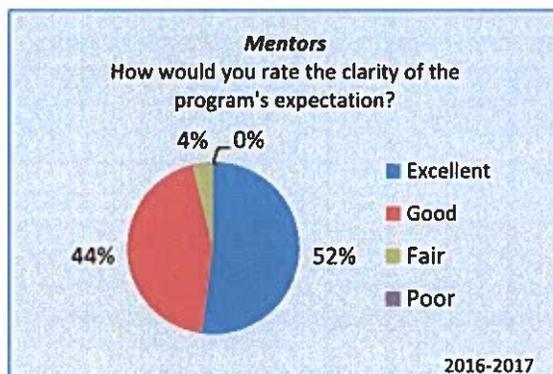
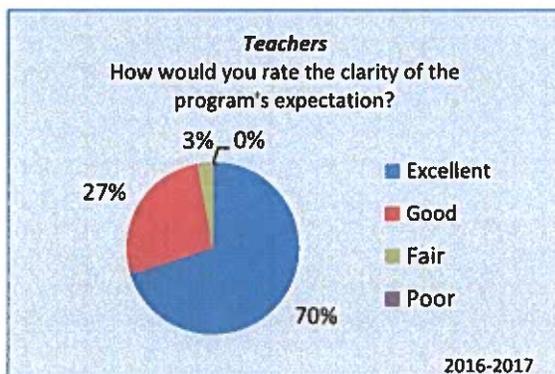
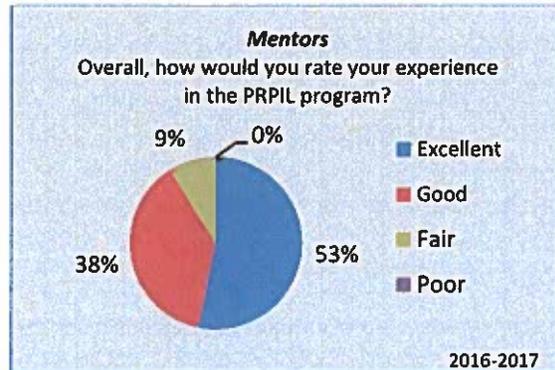
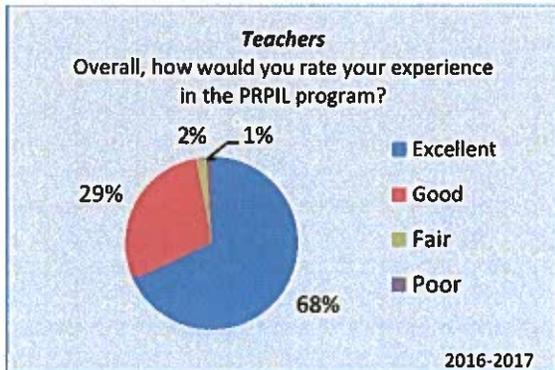
Opinions regarding portfolios have historically been positive. This held true for the 2016-2017 cohort. Ninety-eight (98%) of teachers considered the portfolio to be at least a somewhat useful reflective process and 85% agreed that the portfolio process increased their familiarity with the Massachusetts expectations for classroom pedagogy.



*"I found the portfolio process to be incredibly beneficial; it allowed me to reflect on the work I have done to date and what I need to focus upon as an educator as I move forward with my career."  
-PRPIL Teacher*

**OVERALL IMPRESSIONS**

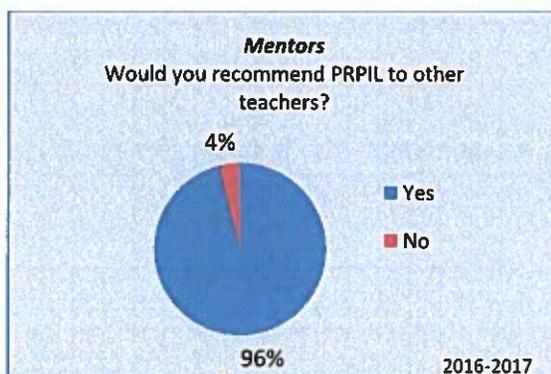
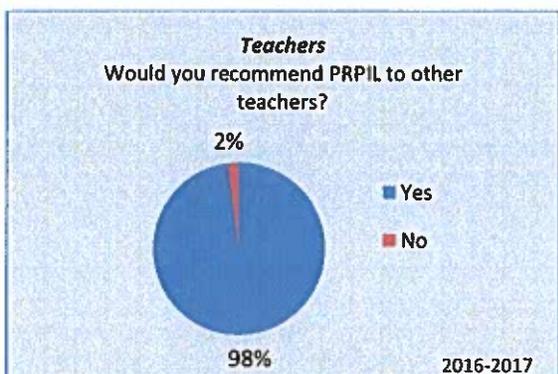
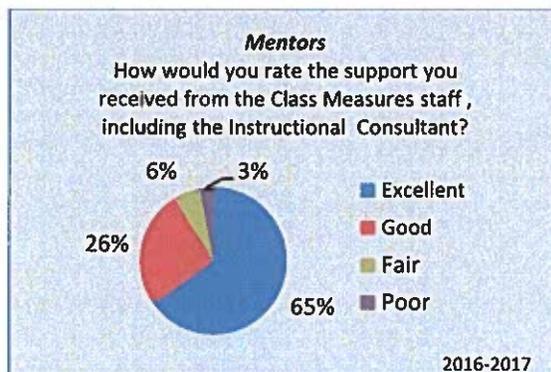
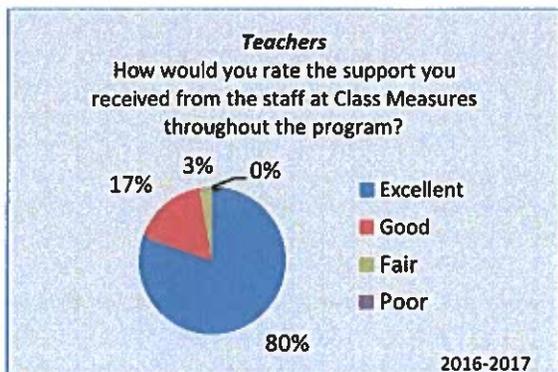
Both teachers and mentors demonstrated a high level of satisfaction with their PRPIL experience: the vast majority rated their overall experience in the PRPIL program and the clarity of the program’s expectations as “Excellent” or “Good.” In addition, 99% of teachers considered PRPIL to be user-friendly.



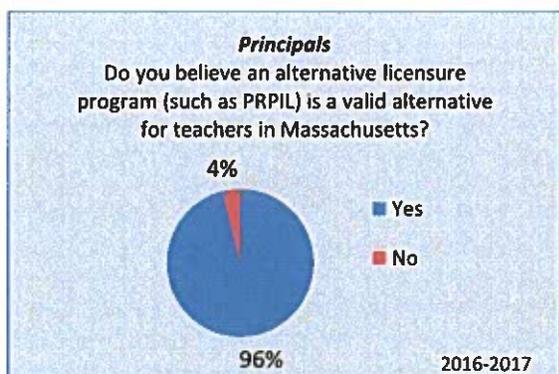
*“PRPIL allows busy educators to utilize the work they have already accomplished when building their portfolios. The process also allows for a great deal of reflection which inevitably allows the educator to grow professionally.”*

*-PRPIL Teacher*

The majority of teachers and mentors were pleased with the support they received from Class Measures staff. Almost all participants (98% of teachers and 96% of mentors) would recommend this program to other teachers.



Principals also look favorably upon the program: 96% consider an alternative licensure program such as PRPIL to be a valid option for teachers in Massachusetts.



*“Alternative pathways to licensure that maintain high standards are critical to ensuring we have talented and diverse teachers from our communities.”*

*-PRPIL Principal*

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## CONCLUSIONS & FUTURE GOALS

The data reported here shows that participants in the Performance Review Program for Initial Licensure (PRPIL) are pleased with the service that Class Measures provides. There is a great need in Massachusetts for alternative licensure routes such as this one, and teachers are often relieved to discover this option. The PRPIL program offers a realistic means for quality teachers to remain in this profession regardless of the path they took to get here.

While Class Measures is encouraged by the positive response to PRPIL, we always remain cognizant of the ways in which we can improve the program moving forward. We have made significant progress toward last year's goals, including a full review of our program processes and revisions to all online and printed materials, as well as full implementation of the online Mentor Training.

In the coming year, Class Measures plans to continue to adapt our program to the changing needs and requirements of the CAP process. Specific goals include:

1. Adaptation of marketing materials to include the additional subject areas recently added by the Board of Education as well as other relevant changes;
2. Recruitment of Instructional Consultants in the newly added subject areas;
3. Investigation of potential partnership opportunities with districts, colleges, collaboratives, etc.; and
4. Continued improvement of training materials for Instructional Consultants and mentors.

Class Measures applauds the excellent work being done by PRPIL participants in classrooms across the state each day, and looks forward to working with many more teachers, mentors, and principals in the coming years.

## PERFORMANCE REVIEW PROGRAM FOR INITIAL LICENSURE (PRPIL) PROGRAM SUMMARY

### INTRODUCTION

The [Performance Review Program for Initial Licensure \(PRPIL\)](#) is an alternative licensure program for teachers who hold a Provisional license and have a minimum of two years teaching experience. It is Route 2 in the [DESE regulations](#). The program takes approximately 4-6 months to complete.

Teachers in PRPIL are assessed based on 4 **classroom observations** and a **portfolio** of forms and evidence. All assessments are guided by the DESE CAP documents and the [Professional Standards for Teachers](#).

### PARTNERS

Throughout PRPIL, a teacher works with two partners: a mentor chosen by the teacher during the application process and an Instructional Consultant assigned by Class Measures. The mentor functions similarly to a cooperating teacher and is called the **Supervising Practitioner** on CAP documents. The Instructional Consultant (IC) is called the **Program Supervisor** on CAP documents.

### OBSERVATIONS

PRPIL includes a total of four classroom observations: **2 announced observations** by the Instructional Consultant and **2 unannounced observations** by the mentor. There must be a minimum of 4 weeks in between the two announced observations. The teacher receives both verbal and written feedback following each observation.

### PORTFOLIOS

PRPIL teachers must assemble a portfolio. All portfolios should include a **one page reflection for each Standard**, appropriate CAP forms, the Portfolio Evidence List and 2 pieces of hard evidence for each of the indicators listed below. *Each piece of evidence may be used only once.* Portfolios can be submitted in either paper or electronic format.

#### **Standard I: Curriculum, Planning, and Assessment**

- A3: Rigorous Standards-Based Unit Design
- A4: Well-Structured Lessons
- B1: Variety of Assessment Methods
- B2: Adjustments to Practice
- C3: Sharing Conclusions With Students

#### **Standard II: Teaching All Students**

- A3: Meeting Diverse Needs
- B1: Safe Learning Environment
- C2: Maintains Respectful Environment
- D1: Clear Expectations
- D2: High Expectations

#### **Standard III: Family and Community Engagement**

- A1: Parent/Family Engagement
- B1: Learning Expectations
- C1: Two-Way Communication

#### **Standard IV: Professional Culture**

- A1: Reflective Practice
- B1: Professional Learning and Growth
- C1: Professional Collaboration

### 3-WAY MEETINGS

During PRPIL there are a minimum of three 3-way meetings which must include the teacher, the Instructional Consultant and the mentor. These meetings are designed to allow for discussion of program requirements, formative and summative feedback, and ongoing evaluation of the portfolio.

**Additional details about PRPIL can be found at our website or by calling the Class Measures office.**

## PERFORMANCE REVIEW PROGRAM FOR INITIAL LICENSURE (PRPIL) PORTFOLIO GUIDELINES

All teachers in the PRPIL program are required to assemble a portfolio of forms and evidence demonstrating competence in a selection of elements from the *Professional Standards for Teachers*. At the end of the program, the portfolio is submitted to the Class Measures office for review.

### **Portfolio Format**

Portfolios can be submitted in either paper or electronic format.

- **Paper Portfolios**: Paper portfolios should be submitted in a 3-ring binder with all sections clearly delineated and labeled. Accompanying evidence should also be clearly labeled. Paper portfolios can be mailed to Class Measures. They will be mailed back to the teacher at no additional cost when the review is complete.
- **Electronic Portfolios**: Electronic portfolios can be created on a CD/DVD/USB flash drive or using an available web host. Portfolios on CD/DVD/USB flash drive should be mailed to the Class Measures office. A web-based portfolio should be submitted by email.

Please call our office if you are interested in purchasing a set of pre-labeled dividers for a paper portfolio. The cost is \$25.00.

### **Portfolio Organization**

The portfolio should include the following documentation. Individual components are explained below.

1. A copy of the completed CAP Form
2. Copies of the Formative Assessment Form and Summative Assessment Form
3. Copies of all four CAP Observation Forms (2 announced and 2 unannounced)
4. A section for each of the 4 standards, each including:
  - a. The corresponding page from the Portfolio Evidence List, placed at the beginning of the section;
  - b. A reflection for that standard, placed after the Portfolio Evidence List;
  - c. **Two** pieces of evidence for each required element listed below, placed in its own labeled subsection (see section *The Professional Standards for Teachers*)

### **The CAP Form**

The Candidate Assessment of Performance (CAP) Form provides a place to collect relevant information about the teacher, mentor and Instructional Consultant. It is the final "sign-off" form used at the end of the program. The completed copy with original signatures should be submitted to Class Measures by the Instructional Consultant. A photocopy of the completed CAP Form should be placed in the portfolio. The CAP Form can be downloaded from the [Class Measures website](#).

### **The CAP Observation Form**

There is a single observation form that will be completed four times during PRPIL – once following each of the four observations. A copy of each should be included in the portfolio. The originals should be submitted by the Instructional Consultant. The CAP Observation Form can be downloaded from the [Class Measures website](#).

### **The Formative and Summative Assessment Forms**

The Formative and Summative Assessment Forms provide a means to assess and record the teacher's progress throughout the program. The Formative Assessment Form is completed jointly by the IC and mentor prior to the second 3-Way Meeting. The Summative Assessment Form is completed jointly by the IC and mentor prior to the third 3-Way Meeting. A copy of each Assessment Form should be included in the portfolio. The originals should be submitted by the Instructional Consultant at the end of the program. The Formative Assessment Form and Summative Assessment Form can be downloaded from the [Class Measures website](#).

### **Portfolio Evidence Lists**

Each of the 4 standards has a page in the Portfolio Evidence List document, which can be downloaded from the [Class Measures website](#). Use these forms to list the individual pieces of evidence being submitted for each element. Place each page at the beginning of the relevant standard's section in the portfolio. The final summary page should be signed by all parties at the final 3-way meeting. A copy of the summary page should be placed at the end of the portfolio and the original should be submitted by the Instructional Consultant.

### **Personal Reflections**

Teachers must write a one-page personal reflection for each of the 4 standards. (Reflections are not necessary for each element.) Each personal reflection should be included at the beginning of the relevant standard's section in the portfolio.

The personal reflection pieces should use a past/present/future format. They should first touch upon the teacher's thoughts as he/she started teaching and then the changes and growth within the standard area that have occurred over the teacher's time in the classroom. Lastly, the reflection should address how the teacher hopes to grow in this standard area in the future. Additional information about personal reflections can be found on the [Class Measures website](#).

### **The Professional Standards for Teachers**

The Professional Standards for Teachers summarize the general pedagogical skills expected of all teachers in Massachusetts. They apply to teachers in all subject areas and at all grade levels.

The Professional Standards for Teachers include several indicators and elements for each of the 4 standards, which can be found in their entirety on the [DESE website](#). **PRPIL requires portfolio evidence for selected elements only. The following chart lists the elements for which portfolio evidence is required by PRPIL:**

#### **Standard 1: Curriculum, Planning, and Assessment**

- A3: Rigorous Standards-Based Unit Design
- A4: Well-Structured Lessons
- B1: Variety of Assessment Methods
- B2: Adjustments to Practice
- C3: Sharing Conclusions With Students

#### **Standard 3: Family and Community Engagement**

- A1: Parent/Family Engagement
- B1: Learning Expectations (Collaboration)
- C1: Two-Way Communication

#### **Standard 2: Teaching All Students**

- A3: Meeting Diverse Needs
- B1: Safe Learning Environment
- C2: Maintains Respectful Environment
- D1: Clear Expectations
- D2: High Expectations

#### **Standard 4: Professional Culture**

- A1: Reflective Practice
- B1: Professional Learning and Growth
- C1: Professional Collaboration

## **Evidence**

The portfolio should include two pieces of “hard” evidence for each element listed above. There are many forms of evidence that can be included in portfolios. We encourage teachers to be creative in determining what materials to include as evidence. Please highlight the section of each piece of evidence that is directly relevant to the element. Types of evidence frequently used in portfolios include:

- Lesson plans/units
- Student work
- Observation reports from an administrator or IC (note: only one observation form can be used for each element)
- Certification of completion of workshops, seminars, professional development, etc.
- Assessments
- Copies from plan books
- Individual Education Plans (identifying information removed)
- Teacher handbooks
- Newsletters
- Newspaper clippings
- Letters from colleagues, parents, or students
- Pictures (must be supported by a written description of the picture’s relevance to the element)
- Transcripts
- Letters of recommendation
- Copies of programs or flyers from student events/performances
- Homework assignments

If the connection between the element and the evidence submitted is not readily apparent, please include a short description of the way(s) in which the evidence demonstrates competence in that element.

A single document may be used only once in the portfolio.

Evidence must be from teaching during the school day and school year with students within the subject area and grade level span of the license being sought. Evidence from after school programs, summer programs and adult learners cannot be used. Whenever possible, evidence should not be more than five years old.

**PORTFOLIO EVIDENCE LIST**  
**Standard I**  
**Curriculum Planning and Assessment**

<b>Element</b>	<b>Description</b>	<b>Evidence</b>
1.A.3	<b>Rigorous Standard-Based Unit Design</b> <ul style="list-style-type: none"> <li>• Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</li> </ul>	
1.A.4*	<b>Well Structured Lessons</b> <ul style="list-style-type: none"> <li>• Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</li> </ul>	
1.B.1	<b>Variety of Assessment Methods</b> <ul style="list-style-type: none"> <li>• Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.</li> </ul>	
1.B.2*	<b>Adjustments to Practice</b> <ul style="list-style-type: none"> <li>• Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</li> </ul>	
1.C.3	<b>Sharing Conclusions with Students</b> <ul style="list-style-type: none"> <li>• Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.</li> </ul>	

\*Starred indicators are part of the 6 Essential Elements required by CAP

**PORTFOLIO EVIDENCE LIST**  
**Standard II**  
**Teaching All Students**

<b>Element</b>	<b>Description</b>	<b>Evidence</b>
2.A.3*	<p><b>Meeting Diverse Needs</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</li> </ul>	
2.B.1*	<p><b>Safe Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</li> </ul>	
2.C.2	<p><b>Maintains Respectful Environment</b></p> <ul style="list-style-type: none"> <li>• Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</li> </ul>	
2.D.1	<p><b>Clear Expectations</b></p> <ul style="list-style-type: none"> <li>• Clearly communicates and consistently enforces specific standards of student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.</li> </ul>	
2.D.2*	<p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>• Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</li> </ul>	

\*Starred indicators are part of the 6 Essential Element required by CAP

**PORTFOLIO EVIDENCE LIST**  
**Standard III**  
**Family and Community Engagement**

<b>Element</b>	<b>Description</b>	<b>Evidence</b>
3.A.1	<b>Parent/Family Engagement</b> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.</li> </ul>	
3.B.1	<b>Learning Expectations</b> <ul style="list-style-type: none"> <li>• Consistently provides parents with clear, user-friendly expectations for student learning and behavior.</li> </ul>	
3.C.1	<b>Two-Way Communication</b> <ul style="list-style-type: none"> <li>• Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.</li> </ul>	

\*Starred indicators are part of the 6 Essential Elements required by CAP

**PORTFOLIO EVIDENCE LIST**  
**Standard IV**  
**Professional Culture**

<b>Element</b>	<b>Description</b>	<b>Evidence</b>
4.A.1*	<b>Reflective Practice</b> <ul style="list-style-type: none"> <li>• Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</li> </ul>	
4.B.1	<b>Professional Learning and Growth</b> <ul style="list-style-type: none"> <li>• Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</li> </ul>	
4.C.1	<b>Professional Collaboration</b> <ul style="list-style-type: none"> <li>• Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.</li> </ul>	

\*Starred indicators are part of the 6 Essential Elements required by CAP

## PORTFOLIO SUMMARY PAGE

Please check the appropriate column for each standard.

STANDARD	MEETS STANDARD	EXCEEDS STANDARD
Standard I: Curriculum Planning and Assessment		
Standard II: Teaching All Students		
Standard III: Family and Community Engagement		
Standard IV: Professional Culture		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By signing below, we agree that this portfolio meets or exceeds the standards set forth by Class Measures.

Name of Teacher (please print): \_\_\_\_\_

ROLE	SIGNATURE	DATE
Supervising Practitioner (Mentor)		
Program Supervisor (Instructional Consultant)		
Teacher		



# CLASS MEASURES

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## PERFORMANCE REVIEW PROGRAM FOR INITIAL LICENSURE (PRPIL)

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### THE MENTOR RESPONSIBILITIES

All teachers applying to PRPIL must identify a mentor to partner with them throughout the program. Individuals considering serving as a mentor in PRPIL must be prepared to fulfill the following list of **MENTOR RESPONSIBILITIES**:

- ◆ Complete a short online training as part of the application process (10 minutes)
- ◆ Provide support to the teacher and give guidance and feedback as needed
- ◆ Conduct two unannounced classroom observations
  - \* Each observation should be one class period in length (approximately 45 minutes)
  - \* Each observation should include verbal feedback immediately following the observation
  - \* Complete a CAP Observation Form following each observation
- ◆ Participate in three 3-Way Meetings with the teacher and Instructional Consultant
- ◆ Assist the teacher in compiling a portfolio of forms and evidence (if needed)
- ◆ Work with the Instructional Consultant to complete required CAP Forms and agree on summative and formative rating as required in CAP
- ◆ Sign all required CAP paperwork

**Mentors receive 20 Professional Development Points upon the teacher's completion of the program.**

Additional information about PRPIL can be found on our website. Questions about the Mentor Responsibilities should be directed to the Class Measures office.

**Please note:** The **MENTOR** in the Performance Review Program for Initial Licensure (PRPIL) is called the **SUPERVISING PRACTITIONER** in all CAP documents.

**Applicants:** Please provide this document to anyone considering being your PRPIL mentor.

*All forms must have original signatures. Electronic signatures will not be accepted.  
Class Measures does not discriminate on the basis of race, color, religion, sex, national origin, disability or age.*

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## PERFORMANCE REVIEW PROGRAM FOR INITIAL LICENSURE (PRPIL)

### WRITING YOUR REFLECTIVE PIECES

The Portfolio Guidelines (available on the Class Measures website) state:

*"In addition to collecting evidence, teachers must write a one-page personal reflection for each of the 4 standards. (Reflections are not necessary for each element.) Each personal reflection should be included at the beginning of the relevant standard's section in the portfolio.*

*The personal reflection pieces should use a past/present/future format. Each reflection should first touch upon the teacher's thoughts as he/she started teaching and then the changes and growth within the standard area that have occurred over the teacher's time in the classroom. Lastly, the reflection should address how the teacher hopes to grow in this standard area in the future."*

Your reflections should be organized in this manner:

**First section or paragraph – Where were you (in relation to this standard) as you began your teaching?** For example, if you are writing about Standard I, did you have any ideas or knowledge or experience about engaging ways to begin lessons? Did you know how to measure student achievement? The reflections should be directed to the standards with some specifics to make your writing interesting.

**Second section or paragraph – Where are you today (in relation to this standard)?** For example, if you are writing about Standard II, you might include how you have improved your classroom management and specifically, what techniques you are using. If you are writing about Standard I, you might include that you have grown by developing engaging ways to begin lessons, such as with a competitive quiz game.

**Third section or paragraph – Where do you hope to be tomorrow (in relation to this standard)?** This is where you can express your ideas for growth moving forward. For example, if you are writing about Standard III, you might have some specific ideas for increasing parent involvement or increasing communication with parents.

**Your point of view should be first person.** Use the first person pronoun as much as possible so that the reflections convey your "self" and not the ideas you may have read in a book. Here is an example of third person translated into first person: If you wrote something like this: "It is very important that students see the relationship between effort and achievement," try to rephrase it like this: "Because I believe in rewarding students for class participation, I have designed several rubrics as feedback so that students will realize that their efforts are valued and reflected in their grades." Obviously, you do not want these reflection pieces to be too long, so you have to pick and choose for each standard where you want to be more specific. Ask yourself the three questions: where was I, where am I, where do I want to be? And listen to yourself. There is no right or wrong here, only what you want to reveal.

Specific questions about your reflections should be directed to your Instructional Consultant.

## Candidate Assessment of Performance Form

### Section 1: General Information (to be completed by the Candidate and the Program Supervisor/IC)

<b>Candidate Information</b>		Instructional Consultant Name:			
First Name:		Last Name:			
Street Address:					
City/Town:		State:		Zip:	
MEPID #:					
Massachusetts license number (if applicable):					
<b>Program Information</b>					
Sponsoring Organization:	CLASS MEASURES/PRPIL				
Program Area/Subject & Grade Level:					
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Practicum Information</b>		<input type="checkbox"/> Practicum		<input checked="" type="checkbox"/> Practicum Equivalent	
Practicum/Equivalent Course Number:	N/A		Credit hours:	N/A	
Practicum/Equivalent Seminar Course Title:					
Practicum/Equivalent Site:			Grade Level(s) of Students:		
<b>Supervising Practitioner/Mentor Information (to be completed by the Program Supervisor/Mentor)</b>					
Name:					
School District:		Position:			
License Field(s):			MEPID or License #		
# of years experience under license:			<input type="checkbox"/> Initial <input type="checkbox"/> Professional		
To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Name:	Date:
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**Candidate Assessment of Performance Form**

**Section 2: Total Hours and Signatures**

Three-Way Meetings		
<b>1<sup>st</sup> Three-Way Meeting</b>  <b>Date:</b>	Candidate	
	Supervising Practitioner/Mentor	
	Program Supervisor/IC	
<b>2<sup>nd</sup> Three-Way Meeting</b>  <b>Date:</b>	Candidate	
	Supervising Practitioner/Mentor	
	Program Supervisor/IC	
<b>Final Three-Way Meeting</b>  <b>Date:</b>	Candidate	
	Supervising Practitioner/Mentor	
	Program Supervisor/IC	

Total Number of Practicum Hours:	N/A	Number of hours assumed full responsibility in the role:	N/A
Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	Ready to Teach	<input type="checkbox"/>	Not Yet Ready <input type="checkbox"/>
Supervising Practitioner/Mentor	Date:		
Program Supervisor/IC	Date:		
Mediator (if necessary see: 603 CMR 7.04(4))	Date:		

**Formative Assessment Form**

Teacher Name:	
Mentor Name:	
Instructional Consultant (IC) Name:	

<b>I.A.4: Well-Structured Lessons</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

**CAP: Formative Assessment Form  
Required**

<b>I.B.2: Adjustment to Practice</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>I-B-2. Adjustment to Practice</b>	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
<b>Quality</b>			*	
<b>Scope</b>		*		
<b>Consistency</b>		*		

**Evidence:**

<b>II.A.3: Meeting Diverse Needs</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-A-3. Meeting Diverse Needs</b>	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
<b>Quality</b>			*	
<b>Scope</b>		*		
<b>Consistency</b>		*		

**Evidence:**

<b>II.B.1: Safe Learning Environment</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

**Formative Assessment – Calibration**

**Summary of Ratings**

Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

<b>Reinforcement Area</b>	<input type="checkbox"/> 1.A.4: Well Structured Lessons	<input type="checkbox"/> 2.B.1 Safe Learning Environment
	<input type="checkbox"/> 1.B.2: Adjustments to Practice	<input type="checkbox"/> 2.D.2 High Expectations
	<input type="checkbox"/> 2.A.3: Meeting Diverse Needs	<input type="checkbox"/> 4.A.1 Reflective Practice

<b>Refinement Area</b>	<input type="checkbox"/> 1.A.4: Well Structured Lessons	<input type="checkbox"/> 2.B.1 Safe Learning Environment
	<input type="checkbox"/> 1.B.2: Adjustments to Practice	<input type="checkbox"/> 2.D.2 High Expectations
	<input type="checkbox"/> 2.A.3: Meeting Diverse Needs	<input type="checkbox"/> 4.A.1 Reflective Practice

**Suggestions for Candidate**

<b>Teacher Signature:</b>		<b>Date:</b>	
<b>Mentor Signature:</b>		<b>Date:</b>	
<b>IC Signature:</b>		<b>Date:</b>	

## Summative Assessment Form

Teacher Name:	
Mentor Name:	
Instructional Consultant (IC) Name:	

I.A.4: Well-Structured Lessons				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	<b>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</b>	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

<b>I.B.2: Adjustment to Practice</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	<b>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</b>	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

<b>II.A.3: Meeting Diverse Needs</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-A-3. Meeting Diverse Needs</b>	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
<b>Quality</b>			*	
<b>Scope</b>		*		
<b>Consistency</b>		*		

**Evidence:**

<b>II.B.1: Safe Learning Environment</b>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-B-1. Safe Learning Environment</b>	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
<b>Quality</b>			*	
<b>Scope</b>		*		
<b>Consistency</b>		*		

**Evidence:**

**CAP: Summative Assessment Form  
Required**

<b>II.D.2: High Expectations</b>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

**Summative Assessment – Calibration**

Summary of Ratings				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Teacher Signature:		Date:	
Mentor Signature:		Date:	
IC Signature:		Date:	