Getting To Know PA Pre-K Counts Webinar Series

Personnel Qualifications & Professional Development

Today’s Presenters:

Deb Wise | Chief, Division of Standards & Professional Development, OCDEL
Curt Gussler | Preschool Program Manager, Pennsylvania Key
Meeting Topics

- Pennsylvania Department of Education Teacher Certification
- Lead Teacher Certification Movement of Level I to Level II
- Lead Teacher Induction
- Lead Teacher ACT 48 Requirements
- Aide Qualifications and Professional Development
- Core Series & Trauma Informed Professional Development
Personnel Qualifications and Professional Development

Recruitment and Retention of Staff

• Staffing recruitment and retention are important to ensuring quality pre-kindergarten programs and consistency for children.
• All Pre-K Counts providers are required to develop a written Staff Recruitment and Retention Plan (supplemental resource #007) describing strategies for recruiting and retaining Pre-K Counts lead teachers and aides.
• **Recommended recruitment strategies:** Competitive salaries and benefits; posting job opportunities, etc.
• **Recommended retention strategies:** Opportunities for professional development; paid leave; salary increases, wellness focus/ work environment, etc.
Personnel Qualifications and Professional Development

Lead Teacher Qualifications

• All lead teachers who are hired for Pennsylvania Pre-K Counts classrooms must have Pennsylvania Department of Education (PDE) Instructional certification for early childhood education at the start of the school year.
• Lead agencies must assure that partner sites’ lead teachers possess Pennsylvania Department of Education (PDE) Instructional certification for early childhood education at the start of the school year.
• PA Pre-K Counts certified lead teachers will be required to convert their Instructional I (temporary) certification to Instructional II (permanent) certification in accordance with the Pennsylvania Department of Education’s (PDE) requirements.
Certification Requirements for Lead Teachers

- ECE Instructional I Certification Requirements
- ECE Instructional II Certification Requirements
- Induction
- Evaluation Process
- Guidance and Resources for PA Pre-K Counts Providers
Certification Requirements for Lead Teachers

ECE Instructional I Certification (Level I Requirements)

ECE Instructional I certification is valid for 6 years of service, not calendar years. To move to Instructional II (permanent) certification, teachers must complete:

- A PDE-approved induction program;
- A minimum of 6 satisfactory *bi-annual evaluations (must receive bi-annual evaluations until Level II certification is met);
- A minimum of 24 credits earned after the conferral of the initial baccalaureate degree;
- Three years of satisfactory service on a Level I certificate
Certification Requirements for Lead Teachers

ECE Instructional II Certification (Level II Requirements)

After the ECE Instructional II certification requirements have been met, teachers must complete:

- Six collegiate credits OR 180 continuing education hours OR any combination of hours/credits every 5 calendar years to keep the Instructional II certificate active.
- An annual evaluation:
  - Community-based PKC programs may continue to utilize a LEA or an IU evaluator
  - May develop an equivalent means for the annual evaluation using all domains of the Framework
  - Utilize a differentiated approach
Certification Requirements for Lead Teachers

Induction

• All Instructional I certified Pre-K Counts lead teachers are required to complete a PDE-approved induction program.
• All Pre-K Counts provider must have a written plan describing their induction process in accordance with the requirements of the Pennsylvania Department of Education’s Induction Plan Guidelines. Please note PDE Induction Plan Guidelines are currently being revised. Anticipated release SY 2024-2025 BUT some agencies who support Induction are changing from 1 year – 2 years plans now. In addition, PDE is working on an online application process.
• School districts or IUs are not required to undertake submission of a Teacher Induction Plan as they already have PDE-approved plans. However, Appendix A “Designating Evaluator Information” must be submitted to OCDEL.
• Community-based partners may add an addendum to a school district or IU plan to include the provider. This addendum must indicate how the plan will be made applicable to and implemented by community-based partners.
Certification Requirements for Lead Teachers

Evaluation Process

<table>
<thead>
<tr>
<th>Act 82 of 2012</th>
<th>Act 13 of 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new evaluation system (required for all school districts, intermediate units, and area vocational-technical schools)</td>
<td>Pursuant to Act 13 of 2020 and Act 136 of 2020, the Secretary of Education waived</td>
</tr>
<tr>
<td>took effect during the 2013-14 school year.</td>
<td>the requirement to include performance data for evaluations during the 2019-2020</td>
</tr>
<tr>
<td>Under Act 82, evaluations include:</td>
<td>and 2020-2021 school years. Under Act 13, evaluations include:</td>
</tr>
<tr>
<td>→ School districts: Building Level Data (15%), Elective Data/SLOs (35%), &amp; Observation/Practice (50%)</td>
<td>→ School districts: Observation/Practice (100%) – Domain 1 (20%), Domain 2</td>
</tr>
<tr>
<td>→ Community-Based: Observation/Practice (100%)</td>
<td>(30%), Domain 3 (30%), &amp; Domain 4 (20%)</td>
</tr>
<tr>
<td></td>
<td>→ Community-Based: Observation/Practice (100%)</td>
</tr>
</tbody>
</table>
Certification Requirements for Lead Teachers

Evaluation Process

Evaluators can continue to use the Danielson Framework for Teaching; however, the new **Framework for Observation and Practice** must be used in combination with these tools as the new tool aligns with the original evaluation model (Danielson Framework for Teaching) AND includes the Commonwealth’s newly incorporated priorities as defined Pennsylvania’s ESSA Consolidated State Plan.
Certification Requirements for Lead Teachers

Evaluator Criteria and Approval

Evaluators applying for OCDEL approval must meet the following criteria to conduct teacher evaluations:

• Holds an active level II Pennsylvania Teaching Certificate in Early Childhood Education OR a Supervisory Certificate;
• School district or intermediate unit personnel with an active certificate in their field as listed: Principal or assistant principal; Superintendent or assistant superintendent; IU executive director or assistant executive director; Supervisor of Special Education
• Early childhood faculty at an approved institution of higher education that has a PDE-approved early childhood teacher preparatory program. This does not include adjunct faculty.
## Certification Requirements for Lead Teachers

### Evaluation Process

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Administrator</th>
<th>Evaluator</th>
</tr>
</thead>
</table>
| - Collaborate with a mentor  
- Collaborate with evaluator  
- Assist in development of PD plan  
- Attend PD | - Act as a mentor to teacher  
- Collaborate with evaluator  
- Assist in development of PD plan  
- Provide PD | - Conduct interviews and formal observations  
- Act as a mentor to teacher and administrator  
- Collaborate with administrators |

Teacher, Administrator and Evaluator → **collect evidence** and **maintain records**
# Certification Requirements for Lead Teachers

## Tracking Activity for Moving ECE Level I Certification to Level II

*Add a chart for additional lead teachers (as appropriate)*

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date Entered PKC Classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPID #:</td>
<td>Date Left PKC Classroom (if applicable):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECE Level I Certification</th>
<th>Induction Program</th>
<th>Dates of Evaluations (PDE 82-1 and/or PDE 13-1)</th>
<th>Level I to II Summative Evaluation (PDE 427)</th>
<th>Post Baccalaureate Credits (24 total credits required)</th>
<th>&quot;Application of Act 13 of 2020&quot; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Obtained:</td>
<td>Start Date:</td>
<td>Date of Completion:</td>
<td>#1</td>
<td>#2</td>
<td>#3</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*#7</td>
<td>*#8</td>
<td>*#9</td>
</tr>
</tbody>
</table>

Comments:

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*The chart should be filled out for each lead teacher as they progress through the program.*
Certification Requirements for Lead Teachers

Pennsylvania Department of Education Website

- Certification
- Act 48/Professional Education Record Management System (PERMS)
- Teacher Information Management System (TIMS)
- Standards Aligned System Portal (SAS)
- Frequently Asked Questions (FAQs)
- Additional Resources
- Help and Support

PDE website: https://www.education.pa.gov/
Certification Requirements for Lead Teachers

PDE’s Certification Services and Assistance

The *Frequently Asked Questions (FAQ)* section of the PDE website includes answers to many certification questions, however, if you have a specific question that is not covered in the FAQ, you can contact a member of the certification services team directly for assistance with addressing your individual concerns.

- **Phone:** 717-PA-TEACH (728-3224) or 717-787-3356 (certification staff are currently available by phone Monday through Friday from 8:00-4:00)
- **Email:** ra-edcertquestions@pa.gov (include your name, PPID number, detailed description of issue)
Certification Requirements for Lead Teachers

Additional Guidance and Clarification

PA Pre-K Counts providers can utilize their Pennsylvania Pre-K Counts Statute, Regulations and Guidelines for additional guidance and clarification related to:

→ #008: Early Childhood Education and Teacher Certification - FAQ
→ #009: Tracking Activity for Moving ECE Level I Certification to Level II
→ #010: Teacher Certification Evaluation in Community-Based Programs
→ #011: Teacher Induction for Community-Based Providers
Personnel Qualifications and Professional Development

Aide Qualifications

All Pre-K Counts aides must meet one of the following criteria:

• Completion of at least two years of full-time postsecondary study or the equivalent (minimum of 60 college credits);
• Possession of an associate’s degree of high (e.g., bachelors, master’s) but does not have to be specific to “Early Childhood”;
• Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment (e.g., training provided by IU, etc.);
• Possession of a Child Development Associate’s (CDA) certificate
Personnel Qualifications and Professional Development

Short-Term and Long-Term Substitutes

• Lead Teacher and Aide substitutes must be placed in classrooms whenever there is staff absence to assure the Pennsylvania Pre-K Counts student/teacher ratio.
• Every effort must be made to assure substitutes meet the qualification requirements of the position they are filling.
• In short-term substitute situations (less than 90 days), at a minimum, the lead teacher substitute must hold a bachelor’s degree in early childhood education or a related field.
• In cases where a long-term substitute is required (more than 90 days), long-term lead teacher substitutes must meet the Pennsylvania Pre-K Counts teacher qualifications or hold an Emergency Teacher Certification.
## Personnel Qualifications and Professional Development

### Professional Development Requirements

<table>
<thead>
<tr>
<th>Lead Teachers must complete:</th>
<th>Aides must complete:</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Act 48 requirements (6 credits = 180 hours CE) every 5 years to maintain active certification;</td>
<td>→ 24 hours of professional development annually (at least 50 percent or 12 hours should be specific to early childhood education);</td>
</tr>
<tr>
<td>→ Coursework as specified by PDE to meet Level II (permanent) certification requirements;</td>
<td>→ Mandated reporter training</td>
</tr>
<tr>
<td>→ <strong>Core Series of Professional Development</strong> trainings within 2 years of their Pre-K Counts participation;</td>
<td>→ <strong>Core Series of Professional Development</strong> trainings are recommended for Pre-K Counts Aides but not required.</td>
</tr>
<tr>
<td>→ Mandated reporter training</td>
<td></td>
</tr>
</tbody>
</table>

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*Image* of a girl playing with a green ball.

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*Note:* The table and text content are based on the information provided in the image. The table has been formatted for readability and clarity. The text content includes the core aspects of professional development requirements for lead teachers and aides, with specific details on the required actions and qualifications. The table structure helps to organize the information clearly, making it easier to understand the requirements and expectations for each role.
Certification Requirements for Lead Teachers

Level I to II Certification vs. Act 48 Requirements

<table>
<thead>
<tr>
<th>Level I to Level II</th>
<th>Act 48 Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional I certificates are valid for 6 years of actual service, not calendar years (see CSPG #3 and CSPG #7)</td>
<td>• 5 calendar years from date initial certificate issued</td>
</tr>
<tr>
<td>• 24 credits earned after the initial bachelor’s degree</td>
<td>• 6 credits = 180 hours CE</td>
</tr>
<tr>
<td>• PDE approved induction</td>
<td>• Credits:</td>
</tr>
<tr>
<td>• Satisfactory assessments</td>
<td>• 2- or 4-year college</td>
</tr>
<tr>
<td>• No notice to educator</td>
<td>• IU credits</td>
</tr>
<tr>
<td>• Penalty – lapsed certificate</td>
<td>• In-service hours from approved providers</td>
</tr>
<tr>
<td></td>
<td>• Notice at 4- and 5-year marks</td>
</tr>
<tr>
<td></td>
<td>• Penalty – inactive certificate</td>
</tr>
</tbody>
</table>
Personnel Qualifications and Professional Development

Core Series of Professional Development

All Pre-K Counts must attend the Core Series of Professional Development within the first two years of Pre-K Counts participation. Trainings include:

→ Assessment: Beyond the Basics of Observation and Data Utilization
→ Linking Standards, Curriculum Framework and Assessment
→ Strengthening Relationships with Children, Families and Colleagues
Personnel Qualifications and Professional Development

Other Required Trainings

• Staff responsible for implementation of **curriculum** (§405.45. Curriculum), **assessments** (§405.46. Assessments), and **assessment of the learning environment** (#013: Assessment of the Learning Environment) must participate in training on use of these tools to assure fidelity.

• Under the Child Protective Services Law (CPSL) and Educator Discipline Act, all Pennsylvania Pre-K Counts staff who have direct contact with a child must attend a professional development event on **mandated reporting**.

• **New!** All Pre-K Counts teachers must participate in **trauma Informed** trainings (Announcement 22 #002 – Trauma Informed Resources). Additional information for training opportunities are available on the PDE-SAS website and on the PD Registry.