

What is the structure of arts education in Pennsylvania?

Art and Music are called out in the PA School Code of 1949, Act 14 Section 1511: (b) prescribed Courses and Instruction. “Subjects of Instruction; Flag Code.--In every elementary public and private school, established and maintained in this Commonwealth, the following subjects shall be taught, in the English language and from English texts: English, including spelling, reading and writing, arithmetic, geography, the history of the United States and of Pennsylvania, civics, including loyalty to the State and National Government, safety education, and the humane treatment of birds and animals, health, including physical education, and physiology, **music and art.**”

(1511 amended July 31, 1968, P.L.1020, No.301)

The requirements for arts and humanities education are exactly the same as the requirements for math, science, language arts, social studies, health and physical education or any discipline with academic standards:

All students in grades K-12 must be provided with instruction in all 4 arts disciplines: dance, music, theatre and the visual arts. **Coursework in dance, music, theatre and visual arts must be taught by certified educators.** Dance educators are certified under health and physical education, music educators are certified under music education, theatre educators are certified under either communications or English , and visual arts educators are certified under art education .

Local school districts are responsible for creating written curricula in all content areas. The state Academic Standards outline the minimum skills and knowledge that students must have at the end of grades 3, 5, 8 and 12. School districts are also responsible for assessing students in the arts and insuring that they are proficient in the standards in order to graduate.

The Pennsylvania State Board of Education Curriculum Regulations, Title 22, Chapter 4, http://www.pacode.com/secure/data/022/chapter4/022_0004.pdf requires that:

- Planned instruction aligned with academic standards in arts and humanities education must be provided to every student every year in the primary (generally grades K-3) and intermediate (generally 4-6) programs;
- Planned instruction aligned with academic standards in arts and humanities education must be provided to every student in the middle school program; and
- Planned instruction aligned with academic standards in arts and humanities education must be provided to every student in the senior high program.

The regulations require that instruction be standards-based. Chapter 4 requires that curriculum and instruction be aligned to the academic standards. It requires that schools provide sufficient time and planned instruction in order that students are able to achieve the proficient level on the standards, in this case, the Arts and Humanities Education standards. School districts must determine the proficient level for areas not assessed by statewide testing and then determine how much time and planned instruction is necessary for students to achieve the proficient level. Since arts and humanities education are not assessed via a state assessment, school districts must have a local assessment system in place.

Neither the Pennsylvania Department of Education nor the State Board of Education mandates a specific number of minutes or times per week. These are local control issues. The bottom line is that school districts

must provide sufficient planned instruction, time and opportunities for students to be able to achieve the proficient level on the standards. The school district makes the decision as to the most appropriate manner in which to schedule classes as long as it is within the boundaries of the School Code, Curriculum Regulations and Legislation.

The goal of arts and humanities education is to provide students with the knowledge, skills and confidence needed to participate in arts and humanities activities for a lifetime, not just their time in school. The role of the school is to provide students with sufficient time, planned instruction and opportunities in order to achieve the standards. The regulations do not allow for waivers out of a class simply due to participation in an arts activity. It must be noted that arts education and arts activity are not the same. Arts activity is only one component of arts education. Arts education must be provided within the context of planned instruction, alignment with the academic standards, local assessment system and certified instructor.

Neither the Department of Education nor the State Board of Education requires a specific number of credits for graduation. The number of credits is determined by the local school district. The Curriculum Regulations are the minimum requirements. A school district may have more stringent regulations but not less. If the requirements of the local district exceed the minimum requirements of the state regulations, the local district regulations are enforced.

In regards to high school graduation requirements for arts and humanities education, the requirements must include course completion and grades and results of local assessments aligned with the academic standards.

The supporting documentation in the regulations

http://www.pacode.com/secure/data/022/chapter4/022_0004.pdf is as follows:

§ 4.11. Purpose of public education.

- (a) This section and § 4.12 and 4.13 (relating to academic standards; and strategic plans) describe the purpose of public education, the academic standards, their relationship with one another and strategic plans.
- (g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:
 - (6) Arts and humanities.
- (h) Public education provides planned instruction to enable students to attain academic standards under § 4.12. Planned instruction consists of at least the following elements:
 - (1) Objectives of a planned course, instructional unit or interdisciplinary studies to be achieved by all students.
 - (2) Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards. Courses, instructional units or interdisciplinary studies of varying lengths of time may be taught.
 - (3) The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards specified under § 4.12 and to those determined in the school district's (including charter schools) or AVTS's strategic plan under § 4.13.
 - (4) Procedures for measurement of the objectives of a planned course, instructional unit or interdisciplinary studies.

§ 4.12. Academic standards.

- (a) School entities may develop, expand or improve existing academic standards in the following content areas:

- (4) *Arts and humanities*. Study of dance, theatre, music, visual arts, language and literature, including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- (b) In designing educational programs, school entities shall provide for the attainment of the academic standards under subsections (a) and (c) and any additional academic standards as determined by the school entity. Attaining the academic standards in this section requires students to demonstrate the acquisition and application of knowledge.
- (c) School entities shall prepare students to attain academic standards in mathematics, reading, writing, speaking and listening as contained in Appendix A and incorporated here by reference and additional standards as may be adopted by the Board and promulgated as amendments to this chapter.
- (d) A school entity's curriculum shall be designed to provide students with planned instruction needed to attain these academic standards.
- (e) School entities shall apply academic standards for students in all areas described under subsections (a) and (c). The local assessment plan under § 4.52 (relating to local assessment system) must include a description of how the academic standards will be measured and how information from the assessments is used to assist students having difficulty meeting the academic standards.
- (f) School entities shall assess the attainment of academic standards developed under subsections (a) and (c) and any other academic standards that they develop under § 4.52(c) for purposes of high school graduation and strategies for assisting students to attain them. Plans for assessment developed by school entities must take into account that academic standards in subsections (a) and (c) may be attained by students in various ways and shall be assessed in various ways. Children with disabilities may attain the academic standards by completion of their individualized education programs under the Individuals with Disabilities Education Act and this part.
- (h) School entities are responsible under subsections (a), (c) and (f) for assessing individual student attainment of academic standards and for assisting those students having difficulty attaining them. Upon request by a school entity, the Department will provide the requestor with technical assistance in the development of academic standards and assessments that are sufficient to assure that students are making progress toward the attainment of standards required for high school graduation under subsection (f).

§ 4.21. Elementary education: primary and intermediate levels.

- (b) Curriculum and instruction in the primary program must be standards-based and focus on introducing young children to formal education, developing an awareness of the self in relation to others and the environment, and developing skills of communication, thinking and learning.
- (c) The intermediate level program shall ordinarily be completed by children who are approximately 11 years of age.
- (d) Standards-based curriculum and instruction in the intermediate level must enable all students to reach the proficient level on the local assessment system and the statewide assessment system. Academic standards will guide the focus on learning specific subject matter content.
- (e) Planned instruction aligned with academic standards in the following areas shall be provided to every student every year in the primary program. Planned instruction may be provided as separate course or other interdisciplinary activity.
 - (6) The arts, including active learning experiences in art, music, dance and theatre.
- (f) Planned instruction in the following areas shall be provided to every student every year in the intermediate level program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity:
 - (6) The arts, including art, music, dance and theatre.

§ 4.22. Middle level education.

- (a) The middle level planned instruction aligned with academic standards serves children who are approximately 11—14 years of age. School entities may modify the grouping of students based upon student needs identified by the school entity.
- (b) Curriculum and instruction in the middle level program must be standards-based and focus on mastery of academic subjects, the development of critical and creative thinking, information literacy, and good health and encourage active participation in the school and community.
- (c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:
 - (8) The arts, including art, music, dance and theatre.

§ 4.23. High school education.

- (a) Instruction in the high school program must focus on the development of abilities needed to succeed in work and advanced education through planned instruction.
- (b) Curriculum and instruction in the high school must be standards-based and provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.
- (c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:
 - (6) The arts, including art, music, dance, theatre and humanities.
- (e) College-level advanced placement courses may be offered as planned instruction in the high school curriculum.

§ 4.24. High school graduation requirements.

- (a) *Approval.* High school graduation requirements and revisions to them shall be approved by a school entity's governing board by September 2, 2014, and a copy of the requirements shall be published and distributed to students, parents and guardians. Copies of the requirements also shall be available in each school building or on each school entity's publicly accessible web site. Changes to high school graduation requirements shall be published and distributed to students, parents and guardians and made available in each school building or on each school entity's publicly accessible web site immediately following approval by the governing board.
- (b) *Requirements through the 2015-2016 school year.* Each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall specify requirements for graduation. Requirements through the 2015-2016 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local assessments aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.
- (c) *Requirements beginning in the 2016-2017 school year.*
 - (1) *General.* Beginning in the 2016-2017 school year, each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall adopt and implement requirements for high school graduation that, at minimum, include:
 - (i) Course completion and grades.

(ii) Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment under § 4.51, § 4.51a or § 4.51b (relating to State assessment system; Pennsylvania System of School Assessment; and Keystone Exams).

(h) *Demonstration of proficiency.* For purposes of this section, a student shall be deemed proficient in the State-assessed standards whenever the student demonstrates proficiency through any of the options in subsection (c)(1)(iii), regardless of the student's grade level or age.

§ 4.52. Local assessment system.

(a) Each school entity shall design an assessment system to do the following:

(1) Determine the degree to which students are achieving academic standards under § 4.12 (relating to academic standards). The school entity shall provide assistance to students not attaining academic standards at the proficient level or better.

(2) Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.

(3) Provide information requested by the Department regarding the achievement of academic standards, but which does not include student names, identification numbers or individually identifiable information.

(4) Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students, but which does not include student names, identification numbers or individually identifiable information.

(b) The local assessment system shall be approved by the board of school directors, at minimum, once every 6 years and implemented no later than 1 year after the approval date.

(c) The local assessment system shall be designed to include a variety of assessment strategies which may include the following:

(3) Works of art or musical, theatrical or dance performances by students.

(4) Other demonstrations, performances, products or projects by students related to specific academic standards.

(5) Examinations developed by teachers to assess specific academic standards.

(6) Nationally-available achievement tests.

(7) Diagnostic assessments.

(8) Evaluations of portfolios of student work related to achievement of academic standards.

(9) Other measures as appropriate, which may include standardized tests.

(e) Children with disabilities shall be included in the local assessment system, with appropriate accommodations, when necessary. As appropriate, the school district, including a charter school, including a cyber charter school, or AVTS shall develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the local assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

§ 4.81. Allegations of deficiencies.

(a) The Secretary will receive and investigate allegations of curriculum deficiencies from professional employees, commissioned officers, parents of students or other residents of a school entity.

(b) The Secretary will notify the school entity's superintendent or chief executive of allegations and may require the superintendent or chief executive to submit one or more of the following:

(1) Relevant descriptions of planned instruction.

(2) A series of written articulated courses of instructional units.

(3) Relevant student assessment information.

(4) Information on staff assignments.

(5) Other information pertinent to investigating a specific allegation.

(c) If the Secretary determines that a curriculum deficiency exists, the school entity shall be required to submit to the Secretary for approval a plan to correct the deficiency.

(d) Within 1 year of the implementation of a corrective action plan under subsection (c), the Secretary will review the actions taken to correct the deficiency. If the deficiency remains uncorrected, the Secretary will send a formal notice of deficiency to the governing board of the school entity, and the notice shall be announced at the meeting of the school entity's governing board immediately following its receipt.

(e) If the school entity does not take appropriate actions to correct the deficiency after the notice of deficiency is announced, the Secretary will take action under State law.

Certification and Staffing Policy Guidelines (CSPG)

In addition, **Pennsylvania Public School Code Article XII Section 1202** and **Pennsylvania Certification and Staffing Policy Guideline (CSPG) No. 1** require that teachers be certified in the area in which they teach. The School Code states "No teacher shall teach, in any public school, any branch which he has not been properly certificated to teach." In order for a student to receive arts education credit, arts education must be taught by an individual who holds valid Pennsylvania certification appropriate to the arts discipline being taught.

CSPG No. 1

Appropriate Certification in Pennsylvania

Appropriate Certification:

Appropriate certification is required of all persons who are assigned as full or part-time professional educators in Pennsylvania public PK-12 entities and who have responsibility for direct interaction with pupils during the school day. This includes instructional, educational specialist, vocational, supervisory, or administrative educators. Licensed/credentialed professionals approved by the Pennsylvania Department of Education (PDE) such as the school social worker and orientation and mobility specialist do not require certification.

Certification Documentation:

Appropriate certification required to qualify an individual for an assignment is determined by the Pennsylvania Department of Education (PDE) through:

A position description (job description) that lists specific duties to be performed/fulfilled;

An organizational chart;

A course description based on standards and curriculum.

Categories of Courses, Programs, Services:

The following descriptions can be utilized when considering the nature of planned courses, programs and services:

Traditional courses for which graduation credit is awarded in the same content area as the certificate. For example: Mathematics is a traditional course. Mathematics credit is awarded to the student and a Mathematics certificate is required.

Non-traditional courses for which the graduation credit is awarded and a certificate exists. For example: Diet and Nutrition is a non-traditional course. Health credit is awarded and a Health or Health and Physical Education certificate is required.

Student Service/Programs for which no graduation credit is awarded and a certificate exists to provide such services. For example: Peer Mediation is a student service. No graduation credit is awarded and a School Counselor certificate is required.

Special Service/Program for which no graduation credit is awarded and no certificate exists. For example: the after-school sports program is a special program for which no graduation credit is awarded and no certificate is required to manage the program.

School Entity Responsibility:

In the event of an audit citing a position assignment as an irregularity, the school entity is responsible for presenting a position description and any additional evidence necessary to the Bureau of School Leadership and Teacher Quality to support the fact that the assignment is appropriate.

Homebound Instruction:

A "homebound instruction" teacher is governed by the same certification regulations as all other teachers. When regularly employed professional staff cannot be assigned to homebound instructions, persons on the

substitute roster holding appropriate certification may be used. If no certified person is available, an emergency permit may be issued to qualify a person to teach homebound students. Extended homebound instruction will require the homebound teacher to receive curricular materials from specific content area teachers who must also provide final grades.

Alternative Education:

Alternative education teachers and service providers are required to be properly certified in accordance with the *2013-15 Alternative Education for Disruptive Youth Program Guidelines*, page 9, #10.

Additional Local Requirements:

School entities can, as required, establish a specific prerequisite to a certificated position, as well as special training, education, experience, skills or abilities that a person in a stated position must possess to perform the assigned duties.

Certification Determinations:

The Certification and Staffing Policy Guidelines (CSPGs) contain appropriate certifications required in Pennsylvania.

PDE determines the appropriate certification, license or credential for educational assignments after reviewing planned course content and/or student services being provided.

The Bureau of School Leadership and Teacher Quality in the Pennsylvania Department of Education reserves the right to determine which certificate or license/credential is required to meet position description functions and duties.

Non-Certificated Positions:

Professional certification is not required to assign staff performing services outside the regularly established instructional day, i.e. extra-curricular activities.

Staff assigned to a locally-titled, non-educational school position do not need certification provided the assignment includes no duty or function reserved to a public school certificate, letter of eligibility, or license/credential as determined by PDE.

Examples of non-certificated positions that do not require a license/credential:

- Business manager;
- Director of human resources;
- Director of food service;
- Director of transportation;
- Director of athletics;
- Director of adult education.

Licensed or Credentialed Staff:

PDE determined that some positions do not require certification as they hold state or nationally recognized licenses or credentials. Examples include:

- Occupational therapist;
- Physical therapist;
- Social worker (CSPG #201);
- Orientation and mobility specialist (CSPG #301).

Sample Position Description Format:

- 1. Name of school entity (address, contact persons, phone number, email address)**
- 2. Position title, grade level, organizational information**
- 3. Date the job description is official**
- 4. Job goal or summary**
- 5. Duties and functions**

List the duties and functions of the position that occur as part of the instructional school day. Provide clear and specific details.

List **the number of months** the individual will be employed to perform duties (9 of 12 months, 11 of 12 months, etc.) or whether the position is a supplemental contract.

In certain positions, the individual will perform instructional duties after school hours for school credit (such as credit recovery and alternative education programs). Please make special note of these situations.

If the position includes duties performed during summer months of the school year, list this information (ESY).

6. Role relationships

Identify the supervisor to whom this person reports.

Identify position titles of personnel that this person supervises.

Provide an organizational chart if necessary.

7. Certification requirements

Certificate(s) required.

- This may need to be adjusted through the Bureau's review.

Additional local requirements, if any.

8. Graduation credit type

■ Subject area or elective

Arts CSPGs

CSPGs for Dance

#47 Health and Physical Education (4805) (K-12)

#36 Communications (7-12)

CSPGs for Music

#55 Music Education (K-12)

#69 Grades PK-4

#70 Grades 4-8

CSPGs for Theatre

#42 English 7-12

#36 Communications (7-12)

#69 Grades PK-4

CSPGs for Visual Art

#31 Art

#69 Grades PK-4

#70 Grades 4-8

Fine Arts Education is the organization of materials and media for two or three- dimensional visual effects that communicate ideas, express emotion, and are considered primarily in relation to aesthetic criteria for beauty or meaningfulness. Programs generally describe historic development, critical process, aesthetic qualities and creative processes. Visual Arts is the creation and perception of auditory, kinesthetic, and visual phenomena which express ideas and emotions in various forms leading each student to personalized understandings and processes appropriate for evaluating, using, creating, valuing, and appreciating art.

Grade Level Scope of Certificate:

A person holding a valid PA certificate for The Arts is qualified to teach Art courses, humanities and multi-media design and programs in grades K through 12.

Certification Assignment:

A person holding a valid PA certificate for Art is qualified to teach Art courses and content to include: crafts; ceramics; drawing; painting; sculpture; fiber/textiles/weaving; glass; metal/jewelry; digital and basic photography; basic graphics art design; printmaking; computer art; dynamic media (web page designing and sound interface); art conservation; art history; art management; art theory; art criticism; art techniques; studio art; and, intermedia art (techniques and processes for expressing emotions, ideas, or visions in 2 or 3 dimensions using a variety of materials/media simultaneously).

A person holding certification in Elementary Education may teach Art within a self- contained classroom when such instruction is integrated with the general education of that classroom.

Special Consideration:

An educator certified in this field may provide school staff development services regarding their collegial studies/skills, may serve in the role of mentor or advisor, and may assist students in understanding the “reading” content area materials related to this subject area.

THIS REVISION SUPERSEDES ALL EARLIER CSPG’S CARRYING THIS NUMBER AND/OR ADDRESSING THIS SUBJECT. PREVIOUS PRINTING DATES ON THIS SUBJECT: 10/76, 1/87.

Communications (7-12)

Communications is the creation, evaluation and transmission of messages. Communications teachers help students bring meaning to their experiences and experiences of others through the use of language and all those behaviors, verbal and nonverbal, associated with the usage of language, and provide analysis of communication processes as affected by cultures, and its effects of differences in language, values, meaning, perception and thought.

Grade Level Scope of Certificate:

A person holding a valid Pennsylvania certificate for Communications is qualified to teach communications courses to students in grades 7 through 12.

Certification Assignment:

A person holding a valid Pennsylvania certificate for Communications is qualified to teach communications courses including:

- Advertising, journalism, radio/television, news production and broadcasting, speech/public speaking, debate, public relations, writing including newspaper writing and reporting, editing, organizational writing and yearbooks, dance, drama, film, theater, stage production, directing, basic acting, analysis of literature, English language arts, linguistics and developmental reading.
- Technical writing, business English or applied communications for English or communications credit at the appropriate grade level.

Special Considerations:

- An educator certified in this field may:
 - provide professional development;
 - serve in the role of mentor or advisor;
 - assist students in understanding how to read content area materials.

This revision supersedes all earlier CSPGs carrying this number and/or addressing this subject. Previous printing dates on this subject: 3/75, 10/76, 1/87, 12/90, 7/04

Summary of Changes

Date of Revisions	Major Changes to CSPG #036
3/1/2014	● Added dance to the certification assignment.
7/1/2004	CSPG #36-Communications: CSPG # 42-English: These certificates remained interchangeable; however, differentiations are made in certificate assignment with Communications having a stronger media, broadcasting, video and journalism focus.
12/1/1990	CSPG #32-English and Communications Certification and Assignment Scope: ● Both English and Communications certificate areas could teach: Theater, Literature, Composition, Grammar and Usage, Speech and Dramatics, Journalism, Business English.

3/1/1975	CSPG # 32-Assignment of Teacher to Instruction in English and Communications: • Certificates in English or Comprehensive English could teach: American and English Literature, Grammar and Usage, Speech and Dramatics, Composition, Journalism, Spelling. • Certificate in Speech issued after 7/1/1969 may only teach speech and dramatics. • Transition in process for an Instructional certificate endorsed for Communications. This certificate will be used to teach: English language studies, Speech, Literature, Writing, Theater, Communications using non-print media.
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CSPG No. 42 Instructional Area Code 3230
English 7-12

English provides extensive learning experiences in English language studies, speaking, writing, and literature. These programs describe the sounds, syntax, phonology, morphology, semantics sentences, prose, verse, and literature, as well as develop skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

Grade Level Scope of Certificate:

A person holding a valid certificate for English is qualified to teach English courses to students in grades 7 through 12.

Certification Assignment:

A person holding a certificate for English is qualified to teach English courses and programs in areas such as language arts, literature, grammar and usage, phonics, spelling, composition, linguistics, creative writing, playwriting and speechwriting, poetry, developmental reading, speech and presentations, listening skills and debate.

A person holding a certificate for English is qualified to teach communication courses and any course where at least 50 percent of the content is contained in the Pa. reading, writing, speaking and listening academic standards. However, a person holding a certificate for English may not teach a course where 50 percent or more of the content is contained in the respective standards if that subject area is reserved to another certificate area.

The English certified educator may teach courses in other media when the studies involve speech, dramatics and creative writing and may teach students to locate resources for research available through libraries, archives, interviews, and mass media and use appropriate techniques for gathering, organizing and assimilating information from such sources.

At the middle level, the English educator will also provide English instruction, adjusted to the students' abilities when below proficient.

Special Considerations:

The English certified educator or a Business, Computer and Information Technology certified educator may teach courses in technical and business writing/English and applied communication.

An educator certified in this field may provide school staff development services regarding their collegial studies/skills, may serve in the role of mentor or advisor, and may assist students in understanding the "reading" content area materials related to this subject area.

THIS REVISION SUPERSEDES ALL EARLIER CSPG'S CARRYING THIS NUMBER AND/OR ADDRESSING THIS SUBJECT. PREVIOUS PRINTING DATES ON THIS SUBJECT: 7/73, 10/76, 1/87, 12/90, 07/90

Health and Physical Education (K-12)

Health and physical education is the science or art of teaching knowledge related to the physical, mental, emotional and sociable dimensions of health and physical education.

Grade Level Scope of Certificate:

A person holding a valid Pennsylvania certificate for health education or health and physical education is qualified to teach all courses in grades kindergarten through twelve.

Certification Assignment:

An educator holding a valid Pennsylvania certificate for **Health and Physical Education** (Code 4805) is qualified to teach: health; kinesiology; motor skill development and motor learning; group interactions; personal fitness; principles of exercise and training; the effects of physical activity on the body systems; games and sports; lifetime leisure skills; dance and rhythmic activities; outdoor skills and activities; and adaptive physical education and swimming/aquatics.

An educator holding a valid Pennsylvania certificate for **Health** (Code 4810) is qualified to teach: human anatomy and physiology; human growth and development; human sexuality; personal health; nutrition, weight control and eating disorders; alcohol, tobacco and chemical substance abuse; mental and emotional health; personal hygiene; consumer health related information, products, services, and consumer choices; first aid, safety and prevention; diseases and disorders, HIV/AIDS education; community health; and violence prevention.

Special Considerations:

- An educator certified in this field may:
 - Provide professional development;
 - Serve in the role of mentor or advisor; and
 - Assist students in understanding how to read content area materials.

Restrictions:

An educator with a Health certificate only is not qualified to direct or conduct classes in physical education.

This revision supersedes all earlier CSPGs carrying this number and/or addressing this subject:
Previous printing dates on this subject: 3/75, 3/88, 7/04

Middle Level English 7-9

Middle Level English in grades 7-9, synthesizes learning experiences from elementary studies in English reading, writing, speaking and listening. These programs help students integrate the application of English syntax (grammar), phonology, morphology and semantics to prose, verse, literature and informational text, as well as develop abilities to communicate and evaluate ideas through oral and written expression as applicable at the educational levels in grades 7-9.

Grade Level Scope of Certificate:

A person holding a valid PA certificate for middle level English is qualified to teach respective courses in grades 7 through 9.

Certification Assignment:

An educator holding a valid PA certificate for Middle Level English is qualified to teach programs as follows: Language arts, grammar and usage; literature; spelling; composition; developmental/integrated reading; study skills; listening skills; speech and presentations.

A middle level English educator will use appropriate skills, content area texts and resources to help students: 1) become proficient in the Pa. Reading Standards and learning processes, and 2) achieve a more complete understanding of coursework.

Certificate Clarification:

All individuals teaching English grades 7 through 9 must have achieved a Middle Level English certificate, a Reading Specialist certificate, or Secondary English certificate.

Special Considerations:

An educator certified in this field may provide school staff development services regarding their collegial studies/skills, may serve in the role of mentor or advisor, and may assist students in understanding the “reading” content area materials related to this subject area.

The certified English educator may teach developmental/integrated reading courses with students who are reading with comprehension at, or nearly at, the appropriate ability level indicated by their grade placement.

Restrictions:

The certified Middle Level English educator may teach English courses in grades 7, 8, and/or 9 and may teach English only at grade 6.

Other CSPG's for Reference: Communications

THIS REVISION SUPERSEDES ALL EARLIER CSPG'S CARRYING THIS NUMBER AND/OR ADDRESSING THIS SUBJECT. PREVIOUS PRINTING DATES ON THIS SUBJECT: 1973, 3/75, 3/78, 2/82, 1/87

Music Education (K-12)

Music Education is the science or art of teaching music and music appreciation programs at various educational levels and provides the means to expand interest, challenge abilities, recognize social responsibilities and privileges and foster physical, emotional intellectual, spiritual and aesthetic growth.

Grade Level Scope of Certificate:

A person holding a valid PA certificate for music education is qualified to teach all courses in grades K through 12.

Certification Assignment:

An educator holding a valid PA certificate for music education is qualified to teach all aspects of music in grades K-12, including: music appreciation, composition, arranging, jazz, humanities, multi-media sound, critical response, aesthetics, conducting, and is qualified for the direction of choral and/or instrumental ensembles, marching band, and orchestra. The PA academic standards for Arts and Humanities are addressed in music education coursework.

A person holding certification in Elementary Education may teach music within a self- contained classroom when such instruction is integrated with the general education of that self-contained classroom.

A person holding a certificate in Special Education may teach music within a self- contained special education class when such instruction is integrated with the special education instruction provided within the self-contained special education classroom.

However, when elementary or special education students are grouped for separately scheduled music classes, the assigned teacher must hold the Music certificate.

Special Considerations:

An educator certified in this field may provide school staff development services regarding their collegial studies/skills may serve in the role of mentor or advisor, and may assist students in understanding the “reading” content area materials related to this subject area.

THIS REVISION SUPERSEDES ALL EARLIER CSPG’S CARRYING THIS NUMBER AND/OR ADDRESSING THIS SUBJECT. PREVIOUS PRINTING DATES ON THIS SUBJECT: 1973, 3/75, 3/78, 2/82, 1/87

The Grades PK-4 certificate focuses on delivering content learning to diverse populations with childhood development as a frame of reference and family-centered practice as an essential element. The learning process integrates all areas of development using an assessment tool to measure individual progress.

Grade-Level Scope of Certificate:

A person holding a valid Pennsylvania certificate for Grades PK-4 is qualified to teach all courses from PK (nursery/age three) through fourth grade (age nine).

Certification Assignment:

An educator holding a valid Pennsylvania certificate for Grades PK-4 is qualified to teach foundational subject matter content in the areas of language, literacy (including foundations of reading), math, science, social studies, arts/humanities and motor development/health. A person holding a Grades PK-4 certificate is qualified to teach developmental reading in pre-kindergarten through grade four.

In addition, teachers possessing a Pk-4 certificate are qualified to teach art, music, business, computer and information technology, library science, and health and physical education within a self-contained pre-kindergarten through grade four classroom.

Title I Reading Implementation: The implementation of remedial/diagnostic activities by Grades PK-4 certified teachers directed by a certified reading specialist is permitted.

The Grades PK-4 certified teacher may carry out the prescriptions provided by the directing reading specialist, but can neither diagnose nor determine the remedial plan of action for students without the involvement of a certified reading specialist.

Special Considerations:

An educator certified in Grades PK-4 may:

- Provide professional development;
- Serve in the role of mentor advisor; and
- Assist students in understanding how to read content area materials.

An LEA may make a written request to the Department of Education (PDE) for a staffing exception to the grade and age level limitations between Early Childhood,

Elementary/Middle, Special Education PK-8 and Special Education 7-12 for individual teachers on a case-by-case basis. (22 Pa. Code §49:85 – Limitations). The school entity shall submit a written request to PDE's Bureau of School Leadership and Teacher Quality that provides justification for the exception. PDE will issue a letter of response that will contain a set time period for the exception to remain valid.

Certificate Clarifications:

An Early Childhood N-3 certificate remains valid as a certificate for teaching this program with the exception of the fourth grade. PDE stopped granting the Early Childhood N-3 certificate as of Aug. 31, 2013.

The Elementary K-6 certificate remains valid as a certificate for teaching in kindergarten through grade six. However, PDE is no longer issuing the K-6 certificate as of Aug. 31, 2013.

The Grades PK-4 certificate (or the older Early Childhood N-3 certificate) is required for teaching in a Pre-K Counts program. The PK-4 certificate (or the older Early Childhood N-3 certificate) is valid for an Early Intervention program.

Restrictions:

A person holding an Elementary K-6 certificate may be assigned to kindergarten (age 4), kindergarten (age 5) and first through sixth grades. The Elementary K-6 certification may not be used in a Pre-K Counts program, in an Early Intervention program or for nursery (age 3) programs.

A person holding a Grades PK-4 certificate may not be assigned as the teacher of record for a computer lab or resource center for the purpose of computer technology instruction effective Sept. 1, 2003. Teachers assigned to computer education classes prior to Sept. 1, 2003, may be retained as long as they remain in those positions.

Staffing for a vacant computer education position must be in accordance with the guidelines provided relative to CSPG #33 (Business, Computer, Information Technology).

There was a temporary easing of this requirement from the 2004-05 school year to June 2011. However, as of Aug. 1, 2011, elementary certified teachers may not serve as newly assigned computer education teachers.

This revision supersedes all earlier CSPGs carrying this number and/or addressing this subject.

Summary of Changes

Date of Revisions	Major Changes to CSPG #069
2/1/2014	Created certificate area of Grades PK-4 replacing Elementary K-6 (CSPG 41) and Early Childhood N-3 (CSPG #39). The Elementary K-6 certificate and the Early Childhood N-3 certificate are no longer issued as of 9/1/2013. The Grades PK-4 certificates were first issued 12/2010. The Grades 4-8 certificates were first issued 12/1/2009.
1/1/1987	CSPG #83 – Elementary Teachers to Instruction Specialized Areas ● Elementary Education certificate may be used to teach specialized subject areas to students assigned within the self- contained classroom: art, developmental reading, music, and health and physical education. ● When students from numerous self-contained classrooms are regrouped to constitute a “special subject” classroom the teacher certificated for elementary education is not qualified for instructional assignment in: agriculture, art, environmental education, foreign languages, health, home economics, industrial arts, library science, music, and physical education.

Grades 4-8

The Grades 4-8 certificate focuses on delivering all elementary subject matter in fourth through sixth grades, to diverse, pre-adolescent and adolescent populations in inclusive settings. This certificate includes a concentration in one or more core content subject areas for instruction in grades seven and eight as shown in the chart below. The Grades 4-8 certificate areas are:

Instructional Area Code	Certificate Title
3100-01	Grades 4-8 (All subjects 4-6, Mathematics 7-8)
3100-05	Grades 4-8 (All subjects 4-6, Science 7-8)
3100-08	Grades 4-8 (All subjects 4-6, Social Studies 7-8)
3100-09	Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8)

Grade-Level Scope of Certificate:

A person holding a valid Pennsylvania certificate for Grades 4-8 is qualified to teach all core subject areas from grades four through six; and the certificate holder's concentration area(s) in grades seven and eight.

Certification Assignment:

An educator holding a valid Pennsylvania certificate for Grades 4-8 is qualified to teach the elementary content areas of mathematics, science, English/language arts, social studies and developmental reading at the fourth through sixth grade level. Grades 4-8 certified teachers are qualified to teach art, music, business, computer and information technology, library science, and health and physical education within a grades four through six self-contained classroom only.

Concentration Areas: Educators must hold the specific Grades 4-8 content area concentrations in mathematics, science, English/language arts and reading, or social studies to teach in grades seven and eight content specific classrooms.

Grades 4-8 certified teachers may implement Title I reading remedial/diagnostic activities when directed by a certified reading specialist at the fourth through sixth grade level. They may not diagnose nor determine the remedial plan of action for students.

Special Considerations:

An educator certified in this field may:

- Provide professional development;
- Serve in the role of mentor or advisor; and
- Assist students in understanding how to read content area materials.

An LEA may make a written request to the Pennsylvania Department of Education (PDE) for a staffing exception to the grade and age level limitations between Early Childhood, Elementary/Middle, Special Education PK-8 and Special Education 7-12 for individual teachers on a case-by-case basis (22 Pa. Code §49.85 – Limitations). The school entity shall submit a written request to PDE's Bureau of School Leadership and Teacher Quality that provides justification for the exception. PDE will issue a letter of response that will contain a set time period for the exception to remain valid.

Certificate Clarifications:

The Elementary K-6 certificate remains valid for kindergarten through grade six, but is no longer issued as of Aug. 31, 2013. A person holding an Elementary K-6 certificate may be assigned to kindergarten (age 4), kindergarten (age 5) and first through sixth grades. The Elementary K-6 certification may not be used in a seventh or eighth grade program.

The Mid-Level 7-9 certificates remain valid for grades seven through nine in the specified content area(s) – English, citizenship education, mathematics and science, but were no longer issued as of Aug. 31, 2013.

A person holding a Grades 4-8 certificate may not be assigned as the teacher of record in a computer lab or resource center for the purpose of computer technology instruction effective Sept. 1, 2003. Teachers assigned to computer education classes prior to Sept. 1, 2003, may be retained as long as they remain in those positions. Once a computer education position is vacated, staffing must be in accordance with the guidelines provided relative to CSPG #33.

From the 2004-05 school year to June 2011 there was a temporary easing of this requirement. However, as of Aug. 1, 2011, newly assigned computer education teachers may not be Elementary K-6, Grades PK-4 or Grades 4-8 certified teachers.

Summary of Changes

Date of Revisions	Major Changes to CSPG #070
2/1/2014	Created certificate area of Grades 4-8 replacing Middle Level 7-9 (CSPG #51, #52, #53 & #54); Elementary K-6 (CSPG #41). Elementary K-6 certificate and the Mid-Level 7-9 certificates are no longer issued as of 9/1/2013 and are replaced by the Grades 4-8 certificates with specific content area concentrations.
1/1/1987	CSPG #83 – Elementary Teachers to Instruction Specialized Areas • Elementary Education certificate may be used to teach specialized subject areas to students assigned within the self-contained classroom: art, developmental reading, music, and health and physical education. • When students from numerous self-contained classrooms are regrouped to constitute a “special subject” classroom, the teacher certificated for elementary education is not qualified for instructional assignment in: agriculture, art, environmental education, foreign languages, health, home economics, industrial arts, library science, music, and physical education.

1/1/1987	CSPG #84 – Elementary Teachers to Instruct at the Secondary Grade Level • Elementary certificates (K-8) issued prior to 7/1/1969 were valid for teaching elementary subjects in kindergarten through eighth grade in an eight-four school organization or seventh and eighth grade in a six-three-three school organization; valid for teaching elementary subjects in an approved elementary or middle school. • Elementary K-6 certified teachers may be used to perform the duties of an elementary teacher at any specific grade level at a designated grade within an approved elementary school or middle school. • Elementary K-6 certified teachers may teach elementary level subjects to students at the secondary level (except special education students) in correction education programs, and in detention centers and homes when grade level achievement norms of such students are below grade seven.
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Basic Education Circular; (Purdon's Statutes):

Home Education Programs

School districts must allow students who are in a home education program in their school district to participate in activities under 24 P.S. §5-511 such as, but not limited to, clubs, musical ensembles, athletics and theatrical productions.

Instructional Time and Act 80 Exceptions

Activities which may be counted as pupil instruction time

3. Assemblies, clubs, student councils, and similar activities conducted during school hours,
4. School, group or class educational trips, to which admission is not charged to students or parents, if accompanied by a certificated school employee.