



**Pennsylvania Additional Certification
Program
Special Education**

Educator Preparation Program Handbook

Introduction

This handbook contains important information regarding the official policies, procedures, and deadlines related to teacher certification in Pennsylvania through the Additional Certification Program at Relay Graduate School of Education (Relay). Please read this handbook carefully, and return to it regularly throughout your program. When you have questions about the requirements, the policies, or the procedures for teacher certification, please reach out to your advisor or you may email the Certification Team using support@relay.edu.

Relay's Program Offerings

In response to the needs of prospective educators and schools, Relay offers several programs for entry into the teaching profession. Relay offers Master of Arts in Teaching programs that align to state standards and prepare candidates for teacher certification. Relay also offers certification only programs in some states. For more details on Relay's Academic Requirements, Policies, and Procedures, please read the Student Handbook and [Academic Programs Guide](#).

As a teacher candidate, it is important to know what type of program you are enrolled in, what certification area you are pursuing, and what the specific requirements are for teacher certification in your state. Enrolling in an educator preparation program is the right first step for achieving the goal of becoming a certified educator in your state. However, you must maintain progress and meet all certification requirements to complete the educator preparation program and gain eligibility for Relay's institutional recommendation for Pennsylvania certification.

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Overview of the Pennsylvania Additional Certification Program - Special Education

Relay's Pennsylvania location is approved by the Pennsylvania Department of Education (PDE) to offer an Educator Preparation Program (EPP) that meets the requirements for issuance of an Intern Certificate and an Instructional I certificate. Endorsements offered include:

- Special Education K - 12

The Additional Certification Program - Special Education is designed for a teacher of record who is certified in the content area. At the end of the program, eligible candidates will receive a recommendation for the PK - 12 Special Education Instructional I certificate. Teachers in this program will receive the pedagogical training needed to support PK - 12 students with disabilities in multiple settings. In this program, teachers will participate in field experiences that will allow them to apply the principles and theories of teaching to classroom practice. After completing the program, eligible candidates are able to apply for an Instructional I certificate.

Introduction to Teaching Certificates in Pennsylvania

The [Pennsylvania Department of Education \(PDE\)](#) is the state education agency for Pennsylvania. PDE sets all the requirements for certification in Pennsylvania and will make final decisions about issuing or denying applications for certification. State rules are subject to change and Relay will continue to regularly update certification material to reflect these changes.

Intern Certificate (only IF REQUIRED by employer)

The Intern Certificate is the provisional teaching certificate issued to eligible lead teachers in Pennsylvania. This certificate is valid for 3 years from the date of issue. To receive an intern certificate teachers must:

- Be enrolled in an approved Educator Preparation Program (EPP)
- Receive recommendation from the EPP for certification
- Meet all the [testing requirements](#) for the certificate.

Instructional I Certificate

The Instructional I Certificate is the initial teaching certificate issued to eligible teachers in Pennsylvania. The Instructional I certificate is valid for 6 years of service. To be eligible for an Instructional I Certificate teachers must:

- Complete an approved Educator Preparation Program (EPP)
- Receive recommendation from the EPP for certification
- Meet all the [testing requirements](#) for the certificate
- Meet clinical experience requirements (ie.teaching internship)
- Meet all other requirements established by the PDE

Anthology Portfolio

[Anthology Portfolio](#) is an assessment, accreditation, and certification tracking tool that enables Relay students, faculty, staff, and partners to document and view progress toward educator preparation program (EPP) completion and certification. The tool collects student data and artifacts, assessed at designated transition points. The tool also collects data on student performance on key assessments and allows faculty and staff to draw insights from this data about program effectiveness and plan for student support. [Anthology Portfolio](#) supports collaboration between Relay, students, and partners to ensure that candidates for certification have positive, supportive, and aligned clinical experiences.

Shortly after signing Relay's enrollment agreement, students will receive an email with their User ID and Password for Anthology Portfolio in your Relay student account. Please check your Spam or Junk email folder if you do not receive this within 2 business days of signing the enrollment agreement. If you do not have an active account after this period, please contact support@relay.edu for assistance.

All students must submit evidence of meeting EPP and certification requirements to Relay through their Anthology Portfolio Certification Table of Contents and their Experiential Learning Placement(s). Students will complete Anthology Portfolio Training during the first summer in the program. Students are encouraged to bookmark the [Anthology Portfolio User Guide](#) in their web browser for frequent reference throughout the program. Students who need assistance with Anthology Portfolio while enrolled may email support@relay.edu or sign up for [office hours](#). The use of Anthology Portfolio is **required** for students to meet Relay's licensure requirements.

Transition Points Overview

Transition points are a set of clearly defined benchmarks that allow educator preparation programs to monitor and communicate student progress from admission through program completion and, ultimately, licensure. Each transition point has a set of program-specific criteria that must be met to move to the next stage of the program. Students use Anthology Portfolio to upload evidence of meeting transition point requirements.

Relay's Educator Preparation Program Transition Points are:

1. Educator Preparation Program (EPP) Admission
2. Eligibility for Qualifying Clinical Experience
3. Educator Preparation Program (EPP) Completion
4. Certification

Because program and certification requirements vary by state and program, Relay sets unique and specific deadlines for meeting the criteria associated with each transition point, and an expected date by which all requirements for a specific transition point should be met. To complete the educator preparation program requirements on the expected timeline, all requirements must be met by the established transition point deadline. **Failure to meet transition point deadlines may result in the inability to register for an upcoming term or specific courses in an upcoming term (see the Academic Program Guide for your program for details), a delayed timeline for program completion, additional costs, and/or ineligibility for licensure.**

Transition Points for the Pennsylvania Additional Certification Program

Transition Point 1: Educator Preparation Program Admission

Transition Point 1 [Admissions Deadline Support Center Article](#)

Applicants for admission to the Pennsylvania Additional Certification Program for Special Education must demonstrate meeting the following criteria:

1. **Bachelor's Degree:** Hold a Bachelor's degree from an institution of higher education that has institutional (formerly regional) accreditation through one of the U.S. Department of Education's approved accreditation agencies: HLC, MSCHE, NECHE, NWCCU, SACSCOC, WSCUC. Verify your institution's accreditation status on the Database of Accredited Postsecondary Institutions and Programs [here](#).

Applicants educated in a country other than the United States must submit documentation demonstrating that their earned degree is equivalent to a U.S. baccalaureate degree or higher. International transcripts must be evaluated by a professional evaluation agency accredited by the [Association of International Credential Evaluators, Inc \(AICE\)](#), [National Association of Credential Evaluation Services \(NACES\)](#), or an agency approved by another U.S. State Department of Education.

2. **Minimum GPA:** Applicants to the PA Educator Preparation Program must have a minimum cumulative GPA of 3.0 or higher from an institution of higher education where a bachelor's degree or higher was earned. Applicants may be eligible for admission to the program with **an undergraduate GPA below the stated minimum of 3.00** if they have:
 - **Earned a minimum undergraduate GPA of 2.80 and have**
 - Qualifying scores on the [Praxis Core Academic Skills for Educators](#), or
 - A combined score of 1050 on the SAT with no score lower than 500 on either the verbal or mathematics subtests, or
 - A score of no less than 23 on the English subtest and 20 on the Mathematics subtest of the ACT.
3. **Teaching Certificate:** Applicants must provide proof of an Instructional I or Instructional II Certificate in a general education content area.

Transition Point 2b: Eligibility for Special Education Clinical Practice I and II

Pennsylvania Additional Certification Program

To Start Qualifying Clinical Experience (QCE) in...	Your Deadline for Transition Point 2 is...	The earliest term you can complete your program is...
Fall 2025	February 9, 2026	Spring 2027
Spring 2026	Start Date of Fall Term 2026	Fall 2027
Fall 2026	Start Date of Spring Term 2027	Spring 2028
Spring 2027	Start Date of Fall Term 2027	Fall 2028

***Eligibility for program completion is determined by a number of factors. Please consult with your advisor on your academic plan and timeline toward EPP completion.**

In this transition point, candidates demonstrate eligibility to begin their qualifying clinical experience. For candidates in the Additional Certification Program, qualifying clinical experience requirements are included in:

- CLIN-531: Special Education Clinical Practice I
- CLIN-531: Special Education Clinical Practice II

**Candidates who do not meet the transition point 2b deadline will be dropped from these clinical practice courses and will be required to take the courses in a future term, once transition point 2 is met.*

1. **Obtain and Verify Instructional Role:** Candidates must confirm the following about their instructional role:
 - The ability to conduct direct-instruction to a minimum of six students who are officially classified as having disabilities, and
 - The capacity to tutor a small group of students for the entirety of the school year.

Relay requires students to confirm their instructional role details through the School Authorization and Instructional Role Confirmation Form each academic year. If the student's instructional role does not align with the certification/licensure area of study, the student must submit an area of study change request by the start of the term. If the student's instructional role is not aligned to the requirements of their program, the student must submit a transfer application into a program that does align to the instructional role by the start of the term. **Failure to submit a transfer application, if necessitated by the student's instructional role, may delay program completion or result in [administrative withdrawal](#).** For more information, read the School Authorization and Instructional Role Confirmation portion of the student handbook.

2. **Demonstration of Content Knowledge:** Candidates are expected to pass the Praxis II Special Education: Foundational Knowledge subject assessment (ETS code 5355) before they begin their Fall courses. Please review the [Pennsylvania Certification Test and Score Requirements](#) closely to understand all PDE testing requirements. If you have questions about these requirements you should speak with your advisor or email support@relay.edu.
3. **Submit and Pay for Application for an Intern Certificate, if required by the school:** Follow [the instructions](#) to submit a Teacher Intern Certificate application in the Teacher Information Management System (TIMS). Once the application is complete in TIMS, Relay will verify eligibility and issue the institutional recommendation for the Intern Certificate.

Transition Point 3: Educator Preparation Program Completion

In order to complete the educator preparation program, candidates must complete:

1. **EPP Coursework:**
 - Complete all coursework in your EPP program of study. This coursework is indicated with an asterisk on the [Academic Plan](#).
 - Earn a minimum grade of 80% (or a B-) in all courses in the EPP program of study
 - Earn a cumulative 3.0 grade point average (GPA) on all Relay coursework in the EPP Program of Study.
2. **Complete the Qualifying Clinical Experience—Student Teaching or Teaching Internship:**
 - For Teaching Internship: Successfully complete one full academic year as a teacher of record in the certification area while holding the Intern Certificate.
 - For Student Teaching: Successfully complete 12 weeks of supervised student teaching.
 - Log field experience and student teaching hours weekly in the Anthology Portfolio placement enrolled in CLIN-531 and CLIN-532 for a total of 400 hours per term.
 - Obtain mentor verification of logged hours while enrolled in CLIN-531 and CLIN-532
 - Meet observation requirements: Submit four observations during student teaching and acknowledge receipt of feedback from your field supervisor and/or clinical practice faculty member
 - Demonstrate proficiency on student teaching competencies by earning a score of at least 4 on the PDE 430 summative evaluation.

Transition Point 4: Certification

In this transition point, candidates apply for their Level I Pennsylvania Instructional Certificate, Relay verifies whether all requirements have been met, and issues the institutional recommendation for licensure.

1. **Submit and Pay for Application for a Pennsylvania Instructional I Teaching Certificate:** Follow [the instructions](#) to submit a Pennsylvania Instructional I Certificate application in the Teacher Information Management System (TIMS). Once the application is complete in TIMS, Relay will verify eligibility and issue the institutional recommendation for the Instructional I Certificate.

Additional TIMS Resources:

- a. [Navigating the Teaching Information Management System](#) - this is an older resource but it is still helpful.
- b. [TIMS Help/ User Guides](#)
- c. [TIMS User Guides](#)

Clinical Experience and Qualifying Clinical Experience at Relay

This section of the EPP handbook is designed to guide you through your qualifying clinical experience. If you have any questions, please contact your advisor, clinical professor, or support@relay.edu.

Relay is committed to supporting teacher candidates as they experience opportunities to practice teaching skills and strategies with support from a mentor teacher at their school placement, and under the supervision of a Clinical Professor on Relay's faculty. Through observations, reflections, and discussions with mentor teachers and Relay faculty and staff, teacher candidates develop the knowledge, skills, mindsets, and dispositions of a culturally responsive and inclusive educator who is well versed in subject matter. Clinical Practice Coursework at Relay Graduate School of Education supports fine-tuning skills via feedback and self-reflection prior to applying the skills in a professional context. Practice opportunities vary based on the nature of the skill (e.g., practice analyzing data will look different from practice standing and delivering a lesson introduction). Teachers grow in their practice through direct feedback and self-reflection on their craft.

For more information regarding clinical practice coursework at Relay, please visit the [Academic Catalog](#).

Qualifying Clinical Experience:

Teacher candidates engage in clinical experience and clinical practice coursework throughout their enrollment in the Relay program. Some clinical experience is designated as **qualifying clinical experience**, which is the portion of clinical experience in a birth-grade 12 school that "counts" towards educator preparation program completion. ***Eligibility requirements to begin qualifying clinical experience can be found under [Transition Point 2b](#). Requirements for completion of qualifying clinical experiences vary by program and state and can be found under [Transition Point 3](#).***

During qualifying clinical experience, teacher candidates are required to complete tasks in the Anthology Portfolio platform in addition to coursework requirements in order to successfully meet state requirements. Qualifying clinical experience requirements are housed in the My Placements section of Anthology Portfolio. Teacher candidates must meet qualifying clinical experience requirements within term deadlines regardless of coursework completion and grades in clinical practice courses. Students who do not complete qualifying clinical experience requirements will be required to retake the clinical practice course or enroll in a clinical practice extension course in a future term in order to meet state requirements. This can result in delayed program completion, additional costs, and/or a delay in certification/licensure in your state.

Qualifying Clinical Experience in the Pennsylvania Additional Certification Program: The Teaching Internship

In this program, qualifying clinical experience includes one (1) full school year as a teacher of record or long-term substitute in a position aligned to the endorsement area while holding a Intern Certificate and receiving supervision from a school-based mentor teacher and Relay Faculty OR 12 weeks of student teaching. Candidates are observed and evaluated monthly throughout their first year of teaching on an intern certificate or during their student teaching by a Relay field supervisor. Two evaluations, at the midpoint and end of the internship/student teaching, are documented on the PDE 430 form. Candidates must earn a minimum score of 4 on the final evaluation to be eligible for EPP completion.

Qualifying Clinical Experience allows the teacher candidate to benefit from two layers of support and mentorship: a School-Based Mentor Teacher, and the support from your Clinical Practice Professor/Field Supervisor. Together, the school-based mentor teacher and Clinical Practice Professor provide observation feedback and coaching geared toward developing the knowledge, skills, mindsets, and dispositions of a culturally responsive and inclusive educator who is well versed in subject matter.

Mentoring

The Pennsylvania Department of Education (PDE) requires schools to provide a yearlong mentor to first year teachers through a PDE-approved induction program which includes instructional, professional, and personal support from educators in the school building. Additionally, PDE requires that mentors meet with personnel from the certification program periodically throughout the year to discuss student progress.

Mentoring supports new teachers as they make necessary connections between educational theory and practice and supports their professional and personal growth. For the mentor teacher, mentoring enables professional development/learning opportunities and connections with colleagues. These opportunities establish a relationship where the teacher candidate is connected and supported within their local organization.

Mentor teachers provide the following for teacher candidates:

- Frequent opportunities to collaborate and develop teamwork skills
- Frequent opportunities to co-teach, co-plan, co-organize, and co-reflect
- Frequent models of academic best practices, scaffolds, and supports
- Frequent models of classroom culture best practices, scaffolds, and supports, including relationship building with students and families

Clinical Observations

A series of observation videos are required to be submitted to Canvas for each CLIN course. Two term observations are scored in Anthology Portfolio by Relay clinical faculty, and teacher candidates receive formative feedback on short observations directly in Canvas. Observations must be submitted by the deadlines indicated by the professor and scored by term completion. If a student earns below “emerging” on a Gateway assignment OR term observation in CLIN-501, CLIN-502, CLIN-521, CLIN-522, CLIN-524, CLIN-532, CLIN-534, CLIN-560, or CLIN-562, student will automatically earn below 80% in the overall CLIN course grade. A course grade below 80% requires students to retake the course in a future term, allowing them to re-do the associated gateways or term observations. Refer to Relay Student Academic Progress guidance.

If a student earns below “emerging” on a Gateway assignment OR term observation in CLIN-523, CLIN 531, and CLIN 533 and if these observations are required for state licensure, the student may be required to retake the CLIN course at which the below “emerging” score was earned or an alternative CLIN course that meets program completion requirements.

Logging Teaching Hours

A total of 400 hours of teaching per term are required to meet Relay’s requirement. These hours must be logged on a weekly basis in the “Journals” section of your placement in Anthology Portfolio. These hours must be logged in total by term completion. Teacher candidates who do not log the required number of teaching hours will be required to take a one (1) credit clinical practice extension course in a future term to meet state requirements, which may delay program completion.

Verification of Teaching Hours

Mentor teachers must verify that teacher candidates have completed the required number of hours. Mentor teachers are asked to verify hours by completing an assessment in Anthology Portfolio. The mentor verification assessment launches near the end of each term. Mentor teachers will not be able to verify hours if they have not yet been logged. Teacher candidates who do not obtain mentor verification of their hours will be required to take a one (1) credit clinical practice extension course in a future term to meet state requirements, which may delay program completion. Occasionally, mentor teachers may leave the school or go on leave prior to verifying the teacher candidate’s hours. In those cases, the teacher candidate may request that the verification be sent to their campus administrator for verification of hours. Such requests should be sent to support@relay.edu.

Roles and Responsibilities during Qualifying Clinical Experience

Roles and Responsibilities of the Teacher Candidate

Professional responsibilities the teacher candidate is expected to uphold include but are not limited to:

- Logging instructional hours in their clinical placement weekly,

- Completing required observations assignments,
- Acknowledge (in Anthology Portfolio) receiving observation feedback from the field supervisor for each observation,
- Attending clinical practice class,
- Adhering to their school's professional expectations and policies (ex: arriving at school on time)
- Adhering to standards of professionalism, including dressing professionally, maintaining appropriate relationships with students, parents, and colleagues, etc.
- Responding to scheduling requests promptly.
- Responding to communications from Relay faculty, mentor teacher, and campus administrator within one business day.
- Demonstrating personal responsibility for progress towards certification. This includes completing all necessary coursework and workshops, paying required fees, etc. by established deadlines.
- Notify Relay of any changes to the teaching placement within one week
- Following all Relay GSE, district, and campus policies, regulations, and guidelines. Failure to do so may result in disciplinary action, a delay in program completion, additional costs, and/or dismissal from the program.

Responsibilities of the Field Supervisor

Responsibilities of the clinical practice professor and/or director include, but are not limited to:

- Conduct formal observation cycles for every teacher candidate,
- Document teacher candidate performance, and provide written feedback to the teacher candidate, principal, and mentor teacher within one week of the formal observation,
- Score midpoint and final observations on the PDE 430 form,
- Notify the Certification Manager if a candidates' teaching assignment changes or does not match the certification category, if you receive notification that a teacher candidate has resigned, or if there are serious concerns about the performance or conduct of the teacher candidate, and
- Follow all school district visitor rules. (e.g. signing in, wearing name badge, etc.)

Roles and Responsibilities of a Clinical Practice Faculty

Responsibilities of the clinical practice professor and/or director include, but are not limited to:

- Teaching Clinical Practice courses focusing on the development of the knowledge, skills, and mindsets required to be a culturally responsive and inclusive educator
- Observing teacher candidates in their classroom and/or reviewing teacher candidates' classroom instructional footage, reflection journals, and course assessments,
- Providing feedback on teacher practice and implementation of skills and strategies learned throughout the Relay program, and
- Collaborating with partners to:
 - Understand local school context, including standards, curriculum, local community and school assets, and current priorities.

- Preview the scope and sequence for Clinical Practice courses in the fall and spring terms to support alignment between Clinical Practice instruction at Relay and school-based development and support.
- Engage in periodic stepbacks focused on student academic standing, student experience, and trends from students' observation and reflection assignments in Clinical Practice coursework to celebrate successes, respond to student needs, and improve the program and collaboration over time.

Roles and Responsibilities of a School-Based Mentor Teacher:

Responsibilities of the school-based mentor include, but are not limited to:

- Attend mentor teacher training
- Participate in the candidate's orientation to the school, including facilitating introductions to colleagues and answering questions regarding policies and procedures, etc.
- Assist the candidate in lesson planning by introducing school and/or district resources, providing lesson plan review and feedback, and offering times for collaborative lesson planning, as appropriate.
- Model instructional strategies for the teacher candidate, and support the candidate in preparing for instruction and observations
- Observe the candidate teaching and provide formative feedback to support their growth
- Allow opportunities for the teacher candidate to seek support and ask questions
- Sign off on the teacher candidate's logged hours and observations at the end of each term.

Relay EPP Policies

Administrative or Voluntary Withdrawal

Relay's institutional policies related to student-initiated and administrative withdrawals are detailed in the [Student Handbook](#).

PDE reserves the right to revoke the intern certificate for candidates who are not continuously enrolled in a state approved educator preparation program. Candidates who withdraw from or are administratively withdrawn from the Pennsylvania EPP may continue to hold their Intern Certificate at the discretion of the Pennsylvania Department of Education. Candidates who withdraw after Year 1 may be eligible to receive the institution's recommendation for an Instructional 1 certificate, if they have met all testing, coursework, and clinical experience requirements.

Leave of Absence (LOA)

Relay's institutional leave of absence policies are detailed in the [Student Handbook](#).

Candidates may not complete qualifying clinical experience while on a leave of absence. If candidates take a LOA during their qualifying clinical experience, program completion and eligibility for the Instructional I certificate will be delayed.

PDE reserves the right to revoke the intern certificate for candidates who are not continuously enrolled in a state approved educator preparation program. Candidates who take a leave of absence from the Pennsylvania EPP may continue to hold their Intern Certificate at the discretion of the Pennsylvania Department of Education. Candidates who take a leave of absence after Year 1 may be eligible to receive the institution's recommendation for an Instructional 1 certificate, if they have met all testing, coursework, and clinical experience requirements.

Program Transfers

While enrolled at Relay, graduate students' program, endorsement area of study, coursework, and teaching placement must match. For example: A teacher whose certification area is Mathematics 7-12 must be enrolled in the Master of Arts in Teaching in Mathematics Education, *and* teaching mathematics at their school in grades 7-12. As outlined in the [student handbook](#), if any of these components of a teacher's context change, candidates must notify Relay within one week by submitting a student record update form from the student support tab of their [status page](#), and initiate changes to their enrollment and/or certification area. This may include transferring programs at Relay. You'll work with your advisor to ensure all aspects of your teaching context and placement are aligned with your certification area and

coursework at Relay. Some program transfers result in additional coursework, cost, and a delayed timeline to program completion.

Students who wish to transfer across Relay campuses and/or programs must be in good academic standing before submitting their [transfer request application](#). The application due dates vary by circumstance and can be found in the [student handbook](#).

Late applications will be rejected, and students may apply to return for a future term.

Program-Aligned Instructional Role Requirements

Teacher candidates must hold a Program-Aligned Instructional Role (PAIR) while enrolled at Relay PA. The PAIR must be verified via the School Authorization and Instructional Role form. Teacher candidates must hold a PAIR **in the state in which the candidate is seeking certification**. The teacher candidate may not obtain a teaching position outside of the state in which they are seeking certification while enrolled in their respective EPP. Failure to secure and maintain a verified PAIR in their required state can result in removal from CLIN coursework or administrative withdrawal from Relay PA.

Changes to Employment

If a candidate's employment changes during their enrollment at Relay, they are required to notify Relay within one week of the change. Change of employment status includes loss of position and/or membership, change in subject and/or grade level. To notify Relay of changes, candidates must submit a student record update form through the student support tab on their [status page](#), they should also send an email to support@relay.edu and they should email their advisor with updates on these changes. Candidates who have secured a new teaching placement must also submit a student records update through the student support tab of their [status page](#).

Pennsylvania Certification Costs

Stage of the Program	Requirement	Associated Cost
Transition Point 1	Intern Certificate (if required by employer)	\$200.00
	Praxis Test Fees	\$50.00 - \$209.00 per attempt
Transition Point 2	Federal Criminal History Record Information (CHRI)	\$23.85
	Department of Human Services Child Abuse History Clearance	\$13.00
	Pennsylvania State Police Request for Criminal Records	\$22.00
Transition Point 3		
Transition Point 4	Instructional I Teaching Certificate	\$200.00

Glossary of Certification Terms

Applicant: An individual seeking admission to an Educator Preparation Program.

Candidate: An individual who is currently enrolled in an Educator Preparation Program.

Clinical Practice: Student teaching, internship, or job embedded opportunities that provide candidates with sustained school-based responsibilities, assignments, tasks, and assessments that allow a candidate to demonstrate the professional knowledge, skills, and dispositions to be an effective teacher.

Clinical Practice Director: Leads Relay's instructional collaboration with birth-grade 12 schools.

Clinical Practice Professor: Clinical Practice professors teach clinical practice courses, provide supervision of clinical experiences and feedback on artifacts, observations and reflections submitted by teacher candidates.

Completer: An individual who has completed the requirements of an educator preparation program that has been approved by the State.

Danielson Framework: The Clinical Practice coursework is guided by The Danielson Framework for Teaching. The Danielson Framework was designed to enhance teaching and learning and has been used by educators and school districts around the world for the last 25 years. Its use has helped to accelerate teacher growth, improve student outcomes, and create a more rewarding and sustaining professional environment. The framework is used to evaluate teachers across their years of experience, from novice teachers such as Relay's teacher candidates, to experienced, veteran teachers. Teacher Candidates at Relay are asked to reflect on a subset of the Danielson rubric in many of their Clinical coursework assignments including teaching videos and reflection journals.

Educator preparation program (EPP): An Educator Preparation Program is an undergraduate, graduate, or alternative certification program designed to prepare candidates to become licensed teachers in a specific subject area (e.g., Elementary Education). Completion of these programs often results in the candidate being recommended for certification in the state in which the program resides

Endorsement Area: The subject and/or grade level for which a licensed educator is prepared to provide instruction, leadership, or services in schools or districts. When applying for certification, each teacher candidate must meet requirements in at least one (1) area of endorsement.

Field Experiences: These are activities that provide candidates with opportunities to demonstrate the practical application of theoretical constructs and concepts that are developed in coursework and are supervised by college faculty. Field experiences occur before student teaching, teaching internship or

other clinical experiences. These activities include: observing, tutoring, miniteaching, lesson planning, evaluating student performance and may take place in a public school, private school or other nonpublic school, or a community organization.

Intern Certificate: This is a professional certificate issued to a teacher candidate that allows the holder to fill a full-time professional teaching position. This certificate is valid for three years only and cannot be renewed.

Instructional I Certificate: This certificate is valid for six years and is issued to applicants who hold a bachelor's degree, successfully complete a PDE approved teacher preparation program, perform satisfactorily on the PDE approved assessments, and receive recommendation for certification from a college or university.

Qualifying Clinical Experience (QCE): Qualifying clinical experience represents the clinical experience in a birth-grade 12 school that "counts" towards educator preparation program completion. Eligibility requirements to begin qualifying clinical experience can be found under [Transition Point 2](#). Requirements for qualifying clinical experiences vary by program and state and can be found under [Transition Point 3](#).

School-Based Mentor: The Pennsylvania Department of Education (PDE) requires schools to provide a yearlong mentor to first year teachers through a PDE-approved induction program which includes instructional, professional, and personal support from educators in the school building. Additionally, PDE requires that mentors meet with personnel from the certification program periodically throughout the year to discuss student progress. Mentor Teachers should be provided release time for counseling, observation, evaluation, or other activities related to the clinical practice that occur during the school day.

Short Observation: An observation conducted by a clinical practice faculty member in which the teacher candidate receives formative feedback and engages in reflection. Teacher candidates are required to engage in four short observations per term while enrolled in clinical practice courses.

State-required Observations: Observations conducted during a students' qualifying clinical experience that are documented in Anthology Portfolio. State-required observations may include a combination of the following: short observations, term observations, or additional state-required observations. Failure to participate in state- and/or program-specific observations may result in additional coursework requirements, additional charges, and/or ineligibility for certification/licensure.

Teacher of Record: A person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Term Observation: A formal observation conducted by a clinical practice faculty member in which the teacher candidate receives comprehensive feedback on development of the foundational knowledge, skills, and mindsets of a culturally responsive and inclusive teacher. After each observation, faculty members share data collected during the observation and debrief students' strengths and areas of growth in person, over the phone, through video conference, or in writing. Observations may be conducted in person, via video recording, or synchronously online, depending on program modality and state requirements for observations of clinical experiences. Teacher candidates are required to engage in two term observations per clinical practice course.

TIMS: TIMS is the acronym for Teacher Information Management System and is a one-stop shop for certification. Teachers are able to update their personal information, print copies of their teaching certificate and submit applications for certification.

Appendix

Certification Testing Information and Resources

To understand testing and alternative qualifying scores candidates should review the [Pennsylvania Certification Test and Score Requirements](#).

The certification exams are rigorous; therefore, we recommend that you study for at least 5 - 7 hours each week for a minimum of 4 - 6 weeks for each exam.

Praxis Study Resources

- ❖ [Mometrix e-Library](#) (FREE): Mometrix offers comprehensive study materials aligned to each certification exam. Click on the “*Teaching*” for access to Praxis study guides, flashcards, and/or practice tests. This resource is available through the Relay Library.
- ❖ [National Certification Test Prep Workshops](#) (FREE): Relay offers several free certification prep workshops each term. Check the Support Center in early October for updated dates and workshop offerings for the academic year.
- ❖ [Khan Academy](#) (FREE): Khan Academy offers practice exercises, instructional videos, and personalized learning dashboard to empower learners to study at their own pace. They also have an excellent prep course for the [Praxis Core Academic Skills for Educators Test - ETS](#).
- ❖ [Relay Library Certification Materials](#) (FREE): The Relay Library provides test prep manuals for a handful of Praxis exams. Review the spreadsheet carefully for the test prep manuals that are available for your required content area exams.
- ❖ [240Tutoring](#) (\$40/month): 240Tutoring’s online study guides break down what candidates need to know, what to study, and in what order to study. Each study guide contains instructional content, flashcards, and authentic practice questions.
- ❖ [ExamEdge](#) (~\$18/exam): ExamEdge offers practice tests that help students prepare for certification exams. ExamEdge’s online practice exams simulate the actual test by covering the required competencies and incorporating content and application of skills necessary.