

ACT 91 POLICY

On December 17, 2021, Governor Wolf signed into law Act 91, amending the act of March 10, 1949 (P.L.30, No.14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto." A portion of Act 91 provides for substitute teaching permits for prospective teachers, thereby allowing pre-service and student teachers to serve as substitute teachers within stated guidelines during the 2021-2022 and 2022-2023 academic years.

More details about the *Act 91 Substitute Teaching for Student Teachers Policy* and the approved *Initial Evaluation of Student Teacher for Substitute Teaching Eligibility* follow.

Please contact Dr. Sherry E. Griggs, Director of Educational Field Experiences, at sgriggs@mansfield.edu or (570) 662-4576 with any questions.

ACT 91 Substitute Teaching for Student Teachers Policy

On December 17, 2021, the Pennsylvania Department of Education approved Act 91 as described below.

“FOR THE 2021-2022 AND 2022-2023 SCHOOL YEARS, THE NUMBER OF DAYS OR HOURS PER SCHOOL YEAR FOR WHICH AN INDIVIDUAL RECEIVING A PERMIT UNDER THIS SECTION MAY SERVE AS A SUBSTITUTE TEACHER SHALL NOT BE LIMITED, EXCEPT FOR AN INDIVIDUAL WHO IS UNDERTAKING A STUDENT TEACHER PROGRAM AS REQUIRED UNDER 22 PA. CODE § 354.25(F) (RELATING TO PREPARATION PROGRAM CURRICULUM) FOR EDUCATOR PREPARATION PROGRAMS.” (G) THIS SECTION SHALL EXPIRE ON JUNE 30, 2023.

SECTION 1219. SUBSTITUTE TEACHING POLICY. BY FEBRUARY 15, 2022, EACH TEACHER PREPARATION PROGRAM APPROVED BY THE DEPARTMENT SHALL ADOPT A POLICY REGARDING ALLOWING AN INDIVIDUAL UNDERTAKING A STUDENT TEACHER PROGRAM UNDER 22 PA. CODE §354.25(F) (RELATING TO PREPARATION PROGRAM CURRICULUM) AND SATISFYING THE REQUIREMENTS OF SECTION 1201.1(1) TO TEACH AS A SUBSTITUTE IN EXCHANGE FOR FINANCIAL COMPENSATION, IF THE INDIVIDUAL HAS RECEIVED AT LEAST ONE SATISFACTORY OBSERVATION RELATED TO THE INDIVIDUAL'S STUDENT TEACHER PROGRAM. A TEACHER PREPARATION PROGRAM POLICY MAY NOT PROHIBIT SUBSTITUTE TEACHING BY INDIVIDUALS WHO HAVE RECEIVED AT LEAST ONE SATISFACTORY OBSERVATION RELATED TO THEIR STUDENT TEACHER PROGRAM.”

In response to Act 91, Bloomsburg University, Lock Haven University, and Mansfield University have enacted the following policy for substitute teaching for student teachers.

Assumptions

1. The student teacher will always have the right to accept or decline an invitation to act as a substitute teacher on a given day.
2. The school district and the teacher preparation institution desire to partner in good faith so that both the development of the student teacher is appropriately supported and the needs of the school district

for substitute teachers can be partially alleviated with the use of qualified student teachers in their buildings.

Responsibilities of the University/University Supervisor Assigned to the Student Teacher

1. Student teaching supervisors will make every effort to observe a student teacher's lesson within the first three (3) weeks of each placement.
2. The evaluation form shown below will be used to determine student teacher eligibility for substituting.
3. Student teachers must receive a satisfactory rating (Basic or Proficient) on the four (4) Domains as described on the PDE 430 Form to be eligible to substitute teach during student teaching.
4. The University supervisor will clearly identify on the evaluation form if the student teacher is eligible or not yet eligible for substitute teaching.
5. The University supervisor and the student teacher will sign the evaluation form, and a copy will be given to the student teacher and submitted to the Office of Educational Field Experiences.
6. In the event that the student teacher is deemed *Not Yet Eligible for Substitute Teaching*, he or she may become eligible following subsequent 'satisfactory' observations.
7. The University will provide a "Student Teacher as a Substitute Teacher" letter directly to the student teacher when requested.

Responsibilities of the Student Teacher

1. The student teacher will initiate the school site's process for becoming an approved substitute teacher, if the student teacher desires to be considered for substitute teaching while student teaching.
2. The student teacher will submit all required paperwork to the school site (or substitute teaching service utilized by the school site) in order to become an approved substitute teacher.
3. The student teacher will submit the initial supervisor's evaluation (see below) to the Office of Educational Field Experiences to receive the "Student Teacher as a Substitute Teacher" letter.
4. The student teacher will submit the "Student Teacher as a Substitute Teacher" letter that states the student teacher's eligibility to substitute teach while student teaching to the appropriate school official or substitute teaching service representative.
5. The student teacher will maintain accurate attendance for each day that he or she substituted during student teaching and record the days on the appropriate attendance form. The form must be signed by the student teacher, cooperating teacher, and the University supervisor at the conclusion of each placement.
6. Any student teacher who completes the appropriate steps to become an approved substitute teacher and receives a satisfactory rating by his or her University supervisor can accept substitute teaching opportunities under the conditions identified below.
7. A student teacher may not substitute teach on a day when a University supervisor has a scheduled observation/evaluation.
8. It is the student teacher's responsibility to ensure that they will meet the student teaching requirements keeping in mind that days of substitute teaching do NOT count as days of student teaching.

Within the Cooperating Teacher's Classroom		Within the Same Building but Not in the Cooperating Teacher's Classroom	Within a Different Building in the District	Within a Different District
The student teacher may substitute one day a week after a satisfactory evaluation form has been submitted. The student teacher may substitute for no more than 10 days total without permission from the University supervisor. This is to ensure the student teacher completes the total number of days of student teaching required under 22 PA. CODE §354.25(F).	For more than one day a week , a school district representative should contact the Director of Educational Field Experiences to discuss the request.	This option is to be used in emergency situations only and is not recommended. A school district representative must contact the Director of Educational Field Experiences to discuss the request in advance of the placement.	This option is not permitted.	This option is permitted only when the school district in which the student teacher is placed is not in session.

Responsibilities of the School District/School Site/Education Facility (henceforth known as the “School District”)

1. Any school district that wishes to use a student teacher as a substitute teacher should establish a process for providing the “locally issued permit,” as described in the legislation, to the student teacher, and this should be articulated to the student teacher.
2. Student teachers have the opportunity to decline an offer to act as a substitute teacher on any given day, just like other substitute teachers.
3. School districts are not obligated to provide a locally issued permit to the student teacher.
4. School districts are not obligated to use a student teacher as a substitute teacher once the locally issued permit has been provided.
5. School districts are responsible for informing building administrators that only approved student teachers are to be used as substitute teachers.
6. Building administrators are responsible for adhering to the Act 91 Substitute Teaching for Student Teachers Policy provided by each teacher preparation institution.
7. School districts may enact stricter guidelines for using student teachers as substitute teachers.

**Initial Evaluation of Student Teacher for Substitute Teaching Eligibility
(Internal University Use Only)**

Student Teacher Name: _____ **Subject/Content:** _____
Cooperating Teacher's Name: _____ **University Supervisor's Name:** _____
Placement: _____ **Observation:** Scheduled Unscheduled
Date: _____ **Time:** _____

Based on the descriptors, the student teacher has earned the following ratings:

1. PLANNING AND PREPARATION		COMMENTS (Supportive Evidence)
a. Demonstrating knowledge of content and pedagogy (INTASC 4)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
b. Demonstrating knowledge of students (INTASC 2)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
c. Setting instructional outcomes (INTASC 5/7)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
d. Demonstrating knowledge of resources (INTASC 7)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
e. Designing coherent instruction (INTASC 5)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
f. Designing student assessments (INTASC 6)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	

2. CLASSROOM ENVIRONMENT		COMMENTS (Supportive Evidence)
a. Creating an environment of respect and rapport (INTASC 1/2)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
b. Establishing a culture for learning (INTASC 3/5)		

<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
c. Managing classroom procedures (INTASC 3)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
d. Managing student behavior (INTASC 2/3)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
e. Organizing physical space (INTASC 3)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	

3. INSTRUCTION

COMMENTS (Supportive Evidence)

a. Communicating with students (INTASC 2)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
b. Using questioning and discussion techniques (INTASC 1/5)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
c. Engaging students in learning (INTASC 7/8)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
d. Using assessment in instruction (INTASC 6)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
e. Demonstrating flexibility and responsiveness (INTASC 8)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	

4. PROFESSIONAL RESPONSIBILITIES

COMMENTS (Supportive Evidence)

a. Reflecting on teacher and student learning (INTASC 9)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
b. Managing accurate records (INTASC 6)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
c. Communicating with families (INTASC 10)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
d. Participating in a professional community (INTASC 9/10)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
e. Growing and developing professionally (INTASC 9)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	
f. Showing professionalism (INTASC 9/10)		
<input type="checkbox"/> Unsatisfactory (0)	<input type="checkbox"/> Basic (1)	
<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> N/A	

Conclusion: **Eligible for Substitute Teaching**

Not Yet Eligible for Substitute Teaching

Required Signatures

Student Teacher

Date

University Supervisor

Date

Student teachers are responsible for bringing a **signed copy of this evaluation form to the Office of Educational Field Experiences in order to receive the *Student Teacher as Substitute Teacher* eligibility letter.**