

DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY
Statutory Authority: 14 Delaware Code, Section 122(b) (14 **Del.C.** §122(b))
14 **DE Admin. Code** 290

PROPOSED

PUBLIC NOTICE

Education Impact Analysis Pursuant To 14 Del.C. §122(d)

290 Approval of Educator Preparation Programs

A. TYPE OF REGULATORY ACTION REQUIRED

Amendment to Existing Regulation

B. SYNOPSIS OF SUBJECT MATTER OF THE REGULATION

The Secretary of Education intends to amend 14 **DE Admin. Code** 290 Approval of Educator Preparation Programs. This regulation is being amended to clarify the applications process for new alternative routes to teacher certification programs. In addition, minor formatting changes are made to comply with the Administrative Code drafting manual.

Persons wishing to present their views regarding this matter may do so in writing by the close of business on or before November 6, 2017 to Susan K. Haberstroh, Department of Education, Regulatory Review, at 401 Federal Street, Suite 2, Dover, Delaware 19901. A copy of this regulation may be viewed online at the Registrar of Regulation's website, http://regulations.delaware.gov/services/current_issue.shtml, or obtained at the Department of Education, Finance Office located at the address listed above.

C. IMPACT CRITERIA

1. Will the amended regulation help improve student achievement as measured against state achievement standards? The amendments do not address student achievement.
2. Will the amended regulation help ensure that all students receive an equitable education? The amended regulation is intended to continue to help ensure all students receive an equitable education.
3. Will the amended regulation help to ensure that all students' health and safety are adequately protected? The amendments do not address students' health and safety.
4. Will the amended regulation help to ensure that all students' legal rights are respected? The amended regulation continues to help ensure that all student's legal rights are respected.
5. Will the amended regulation preserve the necessary authority and flexibility of decision making at the local board and school level? The amended regulation does not change the decision making at the local board and school level.
6. Will the amended regulation place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels? The amended regulation does not place any unnecessary reporting or administrative requirements on decision makers.
7. Will the decision making authority and accountability for addressing the subject to be regulated be placed in the same entity? The decision making authority and accountability for addressing the subject to be regulated does not change because of the amendment.
8. Will the amended regulation be consistent with and not an impediment to the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies? The amendment is consistent with and not an impediment to the implementation of other state educational policies.
9. Is there a less burdensome method for addressing the purpose of the regulation? There is not a less burdensome method for addressing the purpose of the regulation.
10. What is the cost to the State and to the local school boards of compliance with the regulation? There is no expected cost to implementing this amended regulation.

290 Approval of Educator Preparation Programs

1.0 Prior Approval from the Department Required to Offer Programs

- 1.1 Pursuant to 14 **Del.C.** §122(b)(22) and 1280(a), no individual, public or private educational association, corporation or institution, including any Institution of Higher Education, shall offer an Educator Preparation Program or Alternative Route to Teacher Licensure and Certification Program for the training of educators to

be licensed in this State without first having procured the assent of the Department for the offering of such a Program or ARTC Program.

- 1.2 In order to be approved by the Department, Educator Preparation Programs in Delaware Institutions of Higher Education that provide training leading to degrees that contribute towards eligibility for educator licensure and certification shall meet Department requirements, State requirements and, where applicable, national standards appropriate to the Education Preparation Unit and the Education Preparation Unit's individual Programs.
- 1.3 The Department shall approve an Institution's Educator Preparation Programs and Education Preparation Unit(s), which is based on compliance with all Provider, Unit and Program requirements as detailed in this regulation. In addition:
 - 1.3.1 Unit approval is predicated on Provider and/or Unit receipt and maintenance of accreditation from the Council for the Accreditation of Educator Preparation (CAEP)
 - 1.3.2 Program approval is based on successful completion of the Department approval process as outlined in this regulation, and as detailed in the Educator Preparation Program Guide, and:
 - 1.3.2.1 Receipt and maintenance of Program approval from the Program's relevant Specialized Professional Association; or
 - 1.3.2.2 Successful completion of an approved applicable alternate process as described herein.
- 1.4 ARTC Programs provided by any individual, public or private educational association, corporation or Institution shall meet Department requirements for ARTC Programs, as documented in Section 8.0 of this regulation.
- 1.5 Programs and ARTC Programs shall comply with the State's regulations for Educator licensure and certification and other applicable regulations and standards as are established by the Department or the Professional Standards Board.

2.0 Definitions

The words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

"Accreditation" means the decision rendered by CAEP that an Education Preparation Provider meets CAEP standards and requirements.

"Administrator" means the Department of Education employee charged with oversight of Program Approval for Educator Preparation Programs.

"Alternative Routes to Teacher Licensure and Certification Program (ARTC Program)" means a program provided by any individual, public or private educational association, corporation or Institution which includes components that can include but are not limited to coursework, clinical experiences, and training, and which upon participation and/or completion renders Candidates eligible for certification and/or licensure in Delaware.

"Annual Cohort" means the set of individuals who matriculate into a Program or Exit a Program in the same year. The Department may provide further specific guidance for the application of the definition of Annual Cohort for individual metrics and contexts in the Educator Preparation Program Guide.

"CAEP" means Council for the Accreditation of Educator Preparation, a national accrediting body for Education Preparation Providers.

"Candidate" means an individual enrolled in an Educator Preparation Program or ARTC Program who is preparing for or serving in a position as an educator in schools that serve students in pre-school through grade twelve.

"Capstone Clinical Residency" means student teaching that consists of at least 10 consecutive weeks, encompassing at least 200 hours, overseen by a High Quality Cooperating Teacher and a High Quality Clinical Supervisor. Programs may adjust the schedule of the Clinical Capstone Residency to comply with embedded LEA vacation schedules, holidays, and unforeseen official school closures.

"Certified Reviewer" means an individual trained by the test vendor to score performance assessments.

"Clinical Experience" means guided, hands-on, practical application of Candidate knowledge and theory to Candidate practice through collaborative and facilitated learning activities in field-based assignments.

"College Ready" means a cut score deemed to be passing on nationally normed test, predetermined by the assessment provider to indicate readiness to attend and probability of success at a college or university.

"Department" means the Delaware Department of Education.

"Department Approval" means the process by which an Educator Preparation Program or Educator Preparation Provider is recognized by the Department of Education as meeting State standards for the content and operation of such Programs.

"Department of Education Program Approval Regulations" means the regulations set forth herein.

“Educator” means a person licensed and certified by the State under 14 Del.C. Ch. 12 to engage in the practice of instruction, administration or other related professional support services in Delaware public schools, including charter schools, pursuant to rules and regulations promulgated by the Delaware Professional Standards Board (PSB) and approved by the State Board but does not include substitute teachers.

“Educator Preparation Program (Program)” means the sequence of courses and experiences required by an Educator Preparation Provider for the preparation of Candidates to become educators in a specific area, subject, or category, leading to the conferral of a degree that contributes to eligibility for licensure; except that where used in Section 8.0 of this regulation, the word “program(s)” shall mean the program(s) approved pursuant to said section.

“Educator Preparation Program Guide (Guide)” means the manual developed by the Department of Education and as may be amended from time to time that contains the prescribed forms, procedures, guidance and information about the reporting processes and other relevant information and documents for Educator Preparation Programs.

“Educator Preparation Provider (Provider)” means a regionally accredited college, university or other post-secondary institution authorized to confer degrees and approved to operate in the State of Delaware. Providers may operate approved Educator Preparation Programs and ARTC Programs.

“Educator Preparation Unit (Unit)” means the school, college, department or other administrative body responsible for the preparation of educators at a regionally accredited nonprofit or for-profit institution of higher education (e.g. a college of education within a university).

“Entrance” means matriculation into a Program.

“Exit” means completion of a Program by a Candidate.

“High Quality Clinical Supervisor” means a supervisor of a Candidate who is employed by the Educator Preparation Program, trained or experienced in the field which the individual is supervising, trained to work with and provide feedback to Candidates, and who meets the standards for this role as defined through the CAEP Accreditation Standards.

“High Quality Cooperating Teacher” means an educator employed by a Local Education Agency or private school, collaboratively selected by the employer and the Educator Preparation Program, who oversees the Candidates’ Capstone Clinical Residency and who has:

- At minimum received a Satisfactory rating on all five components of the DPAS-II educator evaluation system or has an equivalent rating on a state, LEA- or private-school approved educator evaluation system in his or her most recent summative evaluation; and
- Satisfactorily completed training in teacher mentoring or supervision.

“Institution of Higher Education (Institution)” means an accredited college, university or other post-secondary institution authorized to confer degrees and approved to operate in the State of Delaware.

“Local Education Agency (LEA)” means a public board of education or other public authority legally constituted within Delaware for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a school district, or for a combination of school districts.

“National Recognition” means approval of a Program that has met the standards of a Specialized Professional Association that is a constituent member of CAEP.

“Secretary” means the Secretary of the Delaware Department of Education.

“Self-Study Report” means the report resulting from the process that a Provider, its Unit and Programs conduct to evaluate themselves against CAEP standards, in a format specified and accepted by CAEP. The self-study report discusses the findings of this process and is the primary report prepared by the Provider for site visitors.

“Specialized Professional Association (SPA)” means a member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area, teach students at a specific developmental level teach students with specific needs or provide services to students.

“Student Teaching” means the period during which a Candidate serves as a teacher in a school, plans and delivers independent instruction to students on a regularly scheduled basis, develops or prepares instructional materials, and evaluates students in any pre-school through grade twelve school setting.

3.0 Program Requirements

3.1 Entry Requirements

- 3.1.1** Programs shall establish rigorous entry requirements as pre-requisites for Program Entrance. At a minimum, Programs shall require Candidates to have a Grade Point Average (GPA) of at least 3.0 on a 4.0

scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicants general education, whether secondary or post-secondary; or demonstrate mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be College Ready on a test of general knowledge normed to the college-bound population.

- 3.1.1.1 Each Program may waive these admissions requirements for up to 10% of the Candidates admitted in an Annual Cohort. Programs shall implement strategies to ensure that Candidates admitted under such a waiver receive assistance to demonstrate competencies to successfully meet requirements for licensure and certification.
- 3.1.2 Programs shall collaborate with any Institutions with which they have articulation agreements, including community colleges, to ensure that incoming Candidates meet the required entry thresholds for acceptance into the Program.
- 3.1.3 Beginning July 1, 2014, Programs shall apply the requirements as delineated in this section to all entering Candidates. Guidance for application of the requirements to students currently enrolled in an institution as of July 1, 2014 but who have not yet entered a Program will be included in the Guide.
- 3.2 Clinical Experiences (Provisions in this subsection shall be applicable to Candidates in Programs beginning July 1, 2015)
 - 3.2.1 Educator Preparation Programs shall have Clinical Experiences required throughout the Program and aligned with Program curriculum. Clinical Experiences should align with the area, subject, or category of certification being sought by Candidates; such Experiences shall be designed and incorporated into the Program by the Provider, and begin in the first year of the Program. Programs should provide Candidates the opportunity to reflect on Clinical Experiences within the classroom setting.
 - 3.2.1.1 Educator Preparation Programs for teachers shall have a Capstone Clinical Residency in which the Candidate is:
 - 3.2.1.1.1 Supervised on-site by a High Quality Cooperating Teacher;
 - 3.2.1.1.2 A recipient of ongoing support from a High Quality Clinical Supervisor; and
 - 3.2.1.1.3 Responsible for the instruction and classroom management of a roster of students.
 - 3.2.1.2 Educator Preparation Programs for administrators must include Clinical Experiences totaling a minimum of two-hundred and forty (240) hours equitably distributed within the Program. The clinical hours must be completed under the mentorship of a currently employed administrator with an effective or highly effective summative rating under 14 **DE Admin. Code** 108.
 - 3.2.1.3 Educator Preparation Programs for Specialists must include a supervised practical experience in the specialty area being pursued. Such experiences should align with requirements for certification of the specialty being pursued. Practical experience in the specialty area may include but is not limited to a supervised internship, a practicum, or clinical experience.
- 3.3 Instruction and Content Components
 - 3.3.1 Instruction in literacy and mathematics for prospective elementary school teachers
 - 3.3.1.1 All approved Educator Preparation Programs for prospective elementary school teachers shall provide instruction on research and evidence-based best practices and strategies for teaching childhood literacy. Programs for elementary and early-childhood teachers shall include instruction aligned to Candidates' certification area in content and pedagogy, and to Delaware approved standards for English Language Arts, designed to provide Candidates a deep conceptual understanding of the content, beyond basic procedural understanding. Instructional topics shall include but not be limited to:
 - 3.3.1.1.1 Foundational concepts of oral and written learning;
 - 3.3.1.1.2 Knowledge of the structure of language including: phonology, orthography, morphology, semantics, syntax, discourse organization;
 - 3.3.1.1.3 Developmental understanding and knowledge of learning disabilities and their impact on literacy and learning;
 - 3.3.1.1.4 Explicit research and evidence-based instructional strategies for teaching phonemic awareness, phonics and word recognition, fluent and automatic reading of text, vocabulary, text comprehension, conventions of language, and written and spoken expression; and
 - 3.3.1.1.5 Language acquisition, specifically as it relates to learners of English language learners.
 - 3.3.1.2 All approved Educator Preparation Programs for prospective elementary school teachers shall provide instruction on research and evidence-based best practices and strategies for teaching childhood numeracy. Programs for elementary and early-childhood teachers shall include instruction aligned to Candidates' certification area in content and pedagogy aligned to Delaware

approved standards for mathematics, designed to provide Candidates a deep conceptual understanding of the content, beyond basic procedural understanding. Instructional topics shall include but not limited to:

- 3.3.1.2.1 State standard-aligned content areas, such as counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, measurements and data, geometry, fractions, ratios and proportional relationships; the number system, expressions and equations, statistics and probability; and
- 3.3.1.2.2 State-standard aligned strategies for instruction including teaching students to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning.

3.3.2 Programs for all teachers shall include instruction in content that is aligned to current and approved Delaware content standards.

3.3.3 Programs for all teachers shall include instruction in educational technology that is aligned to approved Delaware standards.

3.3.4 Programs for all teachers shall include instruction in pedagogy that is aligned with the Delaware professional standards for teaching.

3.4 Exit Requirements

3.4.1 Programs shall establish rigorous Exit requirements, which shall include but not be limited to achievement of passing scores on both a Content-Readiness Exam and a Performance Assessment, where such exam and assessment in the appropriate area, subject or category is available and approved by the Department.

3.4.1.1 Content-Readiness Exam (This subparagraph shall take effect for Candidates exiting after January 1, 2015.)

3.4.1.1.1 Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.

3.4.1.2 Performance Assessment (This subparagraph shall take effect July 1, 2016.)

3.4.1.2.1 Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. Acceptable performance assessments and their cut scores shall be selected by the Department, in collaboration with Delaware educators, the Professional Standards Board, and the State Board of Education.

3.4.1.2.2 The performance assessment must consist of an evaluation of a Candidate's teaching or professional practice via a portfolio of clinical assignments, including an evaluation of independent teaching or practice.

3.4.1.2.3 The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.

3.5 Candidate Evaluation

3.5.1 Programs shall conduct an annual evaluations of each Candidate, which shall consist of a minimum of three (3) formally documented observations of Candidates, resulting in Candidates receiving feedback about their practice.

3.5.2 Observations and evaluations of Candidates shall be aligned to a Delaware State-approved educator evaluation system and include measures of student progress.

3.5.3 Results of Candidate evaluations shall inform Program interaction with the Candidate, including feedback, placement, remediation, or supports.

3.6 Reporting Requirements

3.6.1 All approved Educator Preparation Programs shall provide the Department with data on Program graduates, graduate performance, and graduate performance and effectiveness, as well as comply with reporting for all requirements listed in Section 3.0 via Department data submission specifications and processes as outlined in Section 6.0 and in the Guide. Failure to comply with data reporting and collection requests shall result in revocation of Program approval.

4.0 Program Approval Process

- 4.1 Units must submit an application for new Program approval to the Administrator in a format and timeline determined by the Department as outlined in the Guide, to include the following documentation:
 - 4.1.1 A description of the Program for which approval is sought and other administrative information, including the plan for implementing Department mandated Program components as defined in Section 3.0 of this regulation;
 - 4.1.1.1 Units may seek approval for a new specialization in a currently operating Program area provided the documentation submitted contains sufficient justification to warrant the new specialization.
 - 4.1.1.2 Experimental or innovative Programs that do not meet CAEP standards may be allowed by the Department. Such an allowance may be requested by submitting the material for new Programs, and where the standards are not met, a rationale for the exception(s).
 - 4.1.2 Documentation that the Program is SPA certified, or documentation of the non-SPA process in Section 5.0 of this regulation;
 - 4.1.3 A needs assessment demonstrating the demand for such Program graduates in the employment market and demand by potential Candidates;
 - 4.1.4 The curriculum for the Program, including syllabi for any new courses;
 - 4.1.5 Descriptions of the expected outcomes of the Programs and of how those outcomes will be assessed;
 - 4.1.6 Vitae for all faculty delivering instruction in or administering the Program; and
 - 4.1.7 Descriptions of materials, media and resources available for the Program, and how technology is integrated into the curriculum or Program.
- 4.2 The Department will review submitted reports and provide approval of the Program or rejection of the proposal, notifying representatives of the Program, Unit and Provider.
- 4.3 New Programs will be given provisional approval if the application meets standards based on Departmental review. Upon the first Departmental provisional approval, the Unit is authorized to proceed with the Program identified in the application, and to admit Candidates to the Program.
- 4.4 Upon receipt and review of the first annual report aligned with the requirements stated in Section 3.0 and Section 6.0, the Department may extend provisional approval for up to four additional years.
- 4.5 Full (non-provisional) Program approval may be granted after the submission and approval of data and reporting as noted in Section 6.0 for the first Cohort to Exit the Program.
- 4.6 Programs in good standing as of July 1, 2014 will be deemed to be approved and will enter into the Program review cycle in accordance with Section 6.0.

5.0 Program Approval Process Where No SPA is Available

- 5.1 The approval process for proposed Programs for which there is no SPA shall consist of Department review of an application, and may also include an on-site review if deemed necessary by the Department to confirm information in the application.
 - 5.1.1 Receipt of approval described in this section shall contribute to provisional Program approval as described in Section 4.0.
 - 5.1.2 All Programs approved pursuant to this section must also complete all requirements in Section 4.0 to receive provisional Program approval.
- 5.2 At least one year before Program approval is required, Providers seeking approval for proposed Programs for which there is no SPA shall notify the Department of their intent to initiate the review process.
- 5.3 Application
 - 5.3.1 At least six months before the approval is required the Provider shall submit the application for non-SPA Program approval to the Department, as outlined in the Guide.
 - 5.3.2 The application shall include but not be limited to:
 - 5.3.2.1 A description of the proposed Program;
 - 5.3.2.2 A detailed description and outline of proposed Program content and coursework;
 - 5.3.2.3 Alignment with content standards relevant to the proposed Program.
 - 5.3.3 Applications shall be reviewed by a Department review team, which shall consist of at least three (3) members including the Administrator or designee, one of whom shall be the chair. The Provider shall be notified as to the members chosen for the review.
 - 5.3.3.1 Experts in the content of the proposed Program shall be included on the review team. The Department may select members of the review team from outside the Department if a content expert in the field of the proposed Program is not available within the Department.

5.3.3.2 If those initially selected are unable to serve, substitute members may be selected and the Provider notified of the substitute members closer to the time of the review.

5.3.3.3 Prior to participating in the review, review team members shall receive training by the Department in the procedure for review of Program proposals and timelines for proposal review.

5.4 On-Site Visit

5.4.1 If the Department determines it necessary after review of the application, an on-site visit may be conducted in which the review team meets with representatives of the Provider to review the proposed Program application.

5.5 Review

5.5.1 Upon completion of the application review and any necessary on-site visit, the review team shall complete a report on the proposed Program. The report will contain the Department's determination of approval or disapproval of the proposed Program.

5.5.1.1 Proposed Programs approved by the process in this ~~Section~~ section may continue in the Program approval process as described in Section 4.0.

5.5.2 The Administrator or the chair of the review team shall provide a copy of the report to the Provider. Providers shall have 30 calendar days after Departmental provision of the report to submit a response in writing pointing out any perceived factual errors and providing any available documentation to support those claims.

5.5.3 The Administrator shall review a Provider's response and amend the report if necessary.

6.0 Program Review and Reporting

6.1 Compliance with Program Requirements

6.1.1 Units shall provide evidence as to their adherence to Program requirements as outlined in this regulation.

6.1.2 Units shall be required to submit the CAEP annual report to the Department simultaneously with submission to CAEP, and provide the Department with timely communication and materials regarding the formal CAEP and SPA review processes as described in the CAEP State agreement.

6.1.3 Units shall submit data and reports annually demonstrating each Program's compliance with requirements outlined in Section 3.0, in a format determined by the Department and outlined in the Guide. These reports shall include but not be limited to documentation of compliance with the following measures:

6.1.3.1 Entrance requirements as stated in subsection 3.1, including documentation of the admission requirements by which members of the cohort were accepted, as delineated in subsection 3.1;

6.1.3.2 Requirements for Clinical Experiences as stated in subsection 3.2, including documentation certifying placements with High Quality Cooperating Teachers and High Quality Clinical Supervisors;

6.1.3.3 Instruction and Content requirements as stated in subsection 3.3;

6.1.3.4 Exit requirements as stated in subsection 3.4, including Candidate passage rates on Content Exams and Performance Assessments, as well as rate of Candidate Exit of the Program, and documentation of Candidates who do not Exit the Program;

6.1.3.5 Candidate evaluation requirements as stated in subsection 3.5, including documentation of evaluation processes, remediation policies, and identification of the top quintile of Candidates in a Cohort, as defined by the Program.

6.1.4 Units shall compile and report data for each graduating cohort and for the most recent five (5) years of Program cohorts on a selection of metrics. Metrics, as outlined in the Guide may include but not be limited to:

6.1.4.1 Program completion, including number and demographics of completers, non-completers and demographics.

6.1.4.2 Placement in Delaware schools by Subject-area, grade-level, and LEA employer, including placement in high-needs schools and subjects.

6.1.4.3 Performance including pass rates and cut scores on Program performance assessments and content-exams, average DPAS-II or other Department approved evaluation system ratings, including student growth component, and measures of employer or supervisor satisfaction with job performance.

6.1.4.4 Retention including but not limited to retention as an educator each year.

6.1.5 The Department may conduct monitoring or an interim review of an approved Program on an as-needed basis.

6.1.6 Programs are subject to full CAEP review at the request of the Department

6.2 Data Compilation and Review

6.2.1 The Department will review all data, reports and outcomes outlined in subsection 6.1 and create and publish reports, including a report with a scorecard for each Unit and Program.

6.2.2 The scorecard will include but is not limited to:

6.2.2.1 Metrics as described in subsection 6.1.

6.2.2.2 A ranking based on analysis of all required data points and information.

6.2.2.3 The process, standards, and methodologies for each rating are determined by the Department and outlined in the Guide.

6.2.3 The Department will compile Program level reports with annual data for Programs for Cohorts of 10 Candidates. For Programs with Cohorts of fewer than 10 the Department will compile reports using up to the most recent 5 years of data, provided that this provides a cumulative cohort of at least 10 graduates. The Department may also publish reports using Unit-level data.

6.2.4 Department reports will be provided to the Program prior to being released to the public.

6.2.4.1 Programs shall have 30 calendar days after Departmental provision of the report to submit a response in writing pointing out any perceived factual errors, and to provide any documentation deemed necessary to support those claims.

6.2.4.2 The Administrator shall review a Program's response and amend the report if necessary.

7.0 Renewal, Oversight, and Revocation

7.1 Review

7.1.1 The Department will regularly review Program outcomes every two years. Initial review cycles for Programs approved prior to July 1, 2014 will be described in the Guide.

7.1.2 Programs which meet the requirements and standards on the Department report will be considered approved. Approval shall be valid for two years.

7.1.3 Programs which fail to meet the requirements and standards addressed in Section 6.0 above will be placed on probation.

7.2 Probation

7.2.1 Following the process detailed in Section 6.0, if the approved Program fails to meet the standards and benchmarks, reporting or compliance requirements set forth by this regulation and in the Guide, it shall be placed on probation.

7.2.2 Programs which are deemed non-compliant with requirements for Program approval as stated in Section 3.0 or who do not comply with data sharing pursuant to Section 6.0, or who lose CAEP or SPA approval, by revocation or by expiration, may be placed on Probation status or may face immediate revocation of Department approval.

7.2.3 Programs may continue to accept Candidates for entry while on the first probation cycle.

7.2.4 Probation shall last two years or until the next Program review cycle unless via annual reporting requirements the Program provides significant and sufficient evidence to substantiate meeting full Program approval, as decided by the Department. If a Program provides such evidence, it may be removed from Probation after one year.

7.2.5 While a Program is on probation it must continue to provide all annual reporting.

7.2.6 The Department will monitor Program progress towards meeting the goals for the Program cited in by the Department throughout the probationary period, including review of required data reports and monitoring visits as deemed necessary.

7.2.7 If, after the first two year probation cycle, a Program is deemed by the Department to have not made satisfactory progress toward meeting Program standards, reporting and/or compliance requirements as set forth in this regulation and the Guide, its approval may be revoked.

7.2.8 Probation may be renewed after the first two (2) year probation cycle has been completed if the Program is deemed to be making satisfactory progress. However no new Candidates may enter the Program during this time. Within 30 days of the notification to the Program that its probation is renewed for a second two-year cycle, the Program must notify each Candidate individually in writing of its probationary status, and provide documentation of the notification to the Department.

7.2.9 Programs that fail to meet the standards for approval after four years on probation will have approval revoked.

7.3 Revocation

- 7.3.1 If a Unit fails to meet the standards, reporting or compliance requirements set forth by this regulation, its approval shall be revoked.
- 7.3.2 If a Program fails to meet the standards, reporting or compliance requirements set forth by this regulation, its approval shall be revoked.
- 7.3.3 The Department will make the final determination regarding revocation of state approval.
- 7.3.4 If upon review of a Program the Department decides that it will move to revoke Program approval, the Department will notify the Unit, the Program, and appropriate representatives of the Institution in writing.
- 7.3.5 Upon provision of such notification, Program approval is considered revoked. The Program may not recruit or accept new Candidates. Candidates enrolled in the Program who have accumulated enough credits to be on track for graduation within the current academic year may Exit. Within 30 days of the notification to the Program that its probation is renewed for a second two-year cycle, the Unit must notify each Candidate individually in writing of the revocation of Program approval, and provide documentation of the notification to the Department.
- 7.3.6 A Unit must wait two years after approval of a Program has been revoked before it can apply to the Department for approval of a Program that is substantially the same as the one revoked.
- 7.4 Rejoinder
 - 7.4.1 An Education Preparation Unit or Program subject to a decision of Revocation may file a petition with the Department for review of that decision not later than 30 calendar days after the notice of revocation has been provided.
 - 7.4.2 The petition for review of revocation decision shall include a short statement explaining the rationale for contesting the decision. The petition shall be accompanied by a statement of position and evidence supporting the rationale.
 - 7.4.3 The Department shall review the materials submitted by the Institution including written statements of position, documents, and comments supporting the claims.
 - 7.4.4 The Department, after considering the evidence presented and the arguments made by the petitioner, shall make a decision and inform the petitioner in writing of that decision, within sixty (60) working days of receipt of the materials. The decision of the Department is final.

8.0 Alternative Routes for Teacher Licensure and Certification Programs

- 8.1 Notwithstanding any other provision of this regulation to the contrary, any individual, public or private educational association, corporation or institution, which, pursuant to the provisions of 14 **DE Admin. Code** 1507 and subsection 8.2 below, is approved by the Secretary of Education to operate an Alternative Routes to Teacher Licensure and Certification Program shall be deemed to be an approved ARTC Program.
- 8.2 Any individual, public or private educational association, corporation or institution, which is approved by the Secretary of Education to operate an Alternative Routes to Teacher Licensure and Certification Program as set forth in subsection 8.1 above, shall in addition to the provisions of 14 **DE Admin. Code** 1507 and any applicable statute, comply with the following requirements:
 - 8.2.1 Applications for approval will be accepted only when the Secretary of Education shall post a ~~Request For Proposals requesting the same~~ request for new program(s). The application process shall be competitive and the Secretary may elect to approve some, all or none of the applications.
 - 8.2.2 Approved applicants shall ~~be granted provisional approval and enter into a contract an agreement~~ with the Department, on a form approved by the Department for an initial term of three (3) years, renewable for an additional five (5) years at the discretion of the Department upon an analysis of the ARTC Program, during the final year of the contract, by the Department or by an external ARTC Program assessment entity selected by the Department. Full (non-provisional) program approval may be granted after the submission and approval of data and reporting as noted in Section 6.0 for the first Annual Cohort to Exit the program.
 - 8.2.3 Applications shall be responsive to the ~~Request for Proposals~~ application process and, in addition to any other requirements, shall address how the applicant will determine the coursework and experiences leading to its participants' application for certification to the Department, shall include intensive pre-service training, teacher evaluations conducted by school administrators, completion of coursework, and measures of teacher effectiveness based upon student performance data.
 - 8.2.4 The Department shall evaluate approved ARTC Programs based upon the terms and conditions of the ~~Request for Proposals~~ program approval and the applicant's ~~contract~~ agreement with the Department.

10 DE Reg. 835 (11/01/06)

15 DE Reg. 642 (11/01/11)

18 DE Reg. 57 (07/01/14)

21 DE Reg. 262 (10/01/17) (Prop.)

