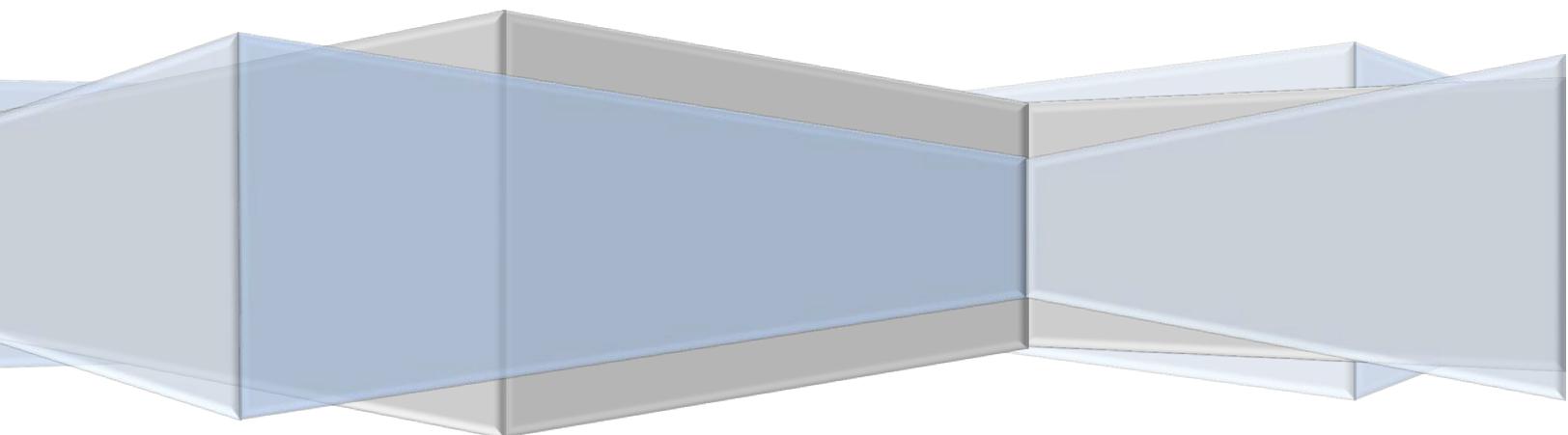# Educator Preparation Program Guide

Delaware Department of Education
Educator Support Team

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Introduction

The Delaware Department of Education (DDOE) is committed to providing a high quality education to all Delaware students. In an effort to ensure this reality for all children in Delaware, the Department has prioritized teacher quality and teacher preparation among its most recent reform efforts.

In 2009, stakeholders from the Department of Education, the Delaware State General Assembly, Institutions of Higher Education in Delaware, and the Delaware State Education Association came to consensus on teacher quality and teacher preparation reforms while drafting the state's application for the federal Race To The Top grant (RTTT). Delaware was awarded the RTTT grant in 2010 and immediately sought to raise standards for admission into and exit from educator preparation programs in the State. In 2013, Governor Jack Markell signed these reforms into law through Senate Bill 51 and its accompanying amendments to Regulation 290.

The purpose of this guidebook is to provide implementation guidance related to Regulation 290 to Delaware's Institutions of Higher Education (IHE) and other educator preparation program providers. The guidebook outlines the measures in Regulation 290 along with details for implementation, data collection and reporting, and general compliance.

Procedures outlined in this guidebook are subject to change as the Department of Education refines its data collection tools and processes and responds to feedback from IHE's and other stakeholders. Throughout this document, the Delaware Department of Education may be referred to as "the Department" or "DDOE."

Delaware Administrative Code 290 set forth the regulations pertaining to approval of Educator Preparation Programs. This regulation can be found at: http://regulations.delaware.gov/AdminCode/title14/200/290.shtml#TopOfPage.

Program Standards

The Delaware educator preparation program standards are adopted from the Council for the Accreditation of Educator Preparation (CAEP) by which Delaware has a partnership. More information on these standards can be found at www.caepnet.org .

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[1] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

GLOSSARY

Candidate: In this report, the term "candidate" refers to individuals preparing for professional education positions.

Provider: An inclusive term referring to the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.

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[1]Progression levels are described in *InTASC model core teaching standards and learning progressions*

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: Candidate Quality, Recruitment, & Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates Who Meet Employment Needs
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Candidates Demonstrate Academic Achievement
3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

Additional Selectivity Factors
3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation
3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. [ii]

Selection at Completion
3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development
4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness
4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers
4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers
4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Provider Quality, Continuous Improvement, and Capacity

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Glossary

Continuous improvement: An organizational process through which data are collected on all aspects of a provider's activities; analyzed to determine patterns, trends, and progress; and used to define changes for the purpose of improving the quality of programs, faculty, candidates, policies, procedures, and practices of educator preparation.

Program Renewal, Probation & Revocation

The purpose of the renewal process is to ensure that educator preparation programs are producing effective educators who make a positive impact for student learning. According to Regulation 290, the Department of Education is required to collect data on educator preparation programs annually and report on the outcomes of that data every other year. The data and reports will be used to determine program renewal decisions. The biennial reports and the renewal process provides an opportunity to recognize programs that are producing strong learner-ready educators. Additionally, this process also provides programs that may be struggling in certain areas the opportunity to seek assistance and revise their programs to increase their effectiveness and meet the standards set within the biennial reports.

Biennial Educator Preparation Program Reports (Scorecards)

Beginning in Fall 2016, the DDOE began releasing biennial educator preparation program reports. These reports, sometimes referred to as "scorecards", are the mechanism by which programs receive renewal or continued approval. The educator preparation program reports are intended to provide a holistic view of a program based on quantitative measures that are indicators of a program's ability to recruit and train effective educators and aligned with the program standards expectations set forth by CAEP. Delaware's program reports consider the past five years of program data. The program reports are comprised of the following six domains:

Recruitment	The Recruitment domain scores the educator preparation program's ability to cultivate a diverse, accomplished student body with the potential to be outstanding future educators.
Candidate Performance	The Candidate Performance domain scores the educator preparation program's ability to prepare aspiring educators with the knowledge and skill required to be first-day ready, as measured by required content knowledge and performance assessments.
Employment & Placement	The Employment and Placement domain scores the educator preparation program's performance in preparing educators who become employed as teachers or specialists, launch their careers in Delaware's schools, and considers the subset of those who student teach in the state-identified high-needs schools.
Retention	The Retention domain scores the educator preparation program's track record of preparing program graduates who continue to serve in public education in Delaware.
Graduate Performance	The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of program graduates' performance.
Perceptions	The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.

Program Metrics

Each domain listed above is comprised of two (2) to four (4) metrics. For each metric, there is a minimum standard and a target. A program scoring below the minimum standard earns zero points for the metric. If the program scores at or above the state target, the program receives all the points for the metric. Within the established range, the program earns a proportional share of the points.
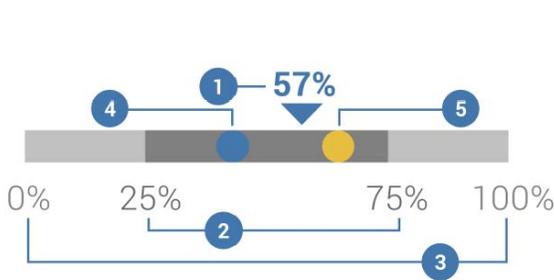
① This is the program's performance for the metric.

② These numbers are the minimum threshold and state target for the metric. A program scoring below the minimum threshold earns zero points for the metric. If it scores at or above the state target, it receives all the points for the metric. Within this established range, the program earns a proportional share of the points.

③ These mark a range of possible performance on the metric (extreme range).

④ This marks the state's average for the metric for those students prepared in Delaware educator preparation programs.

⑤ This marks the national average for the metric (where available).

The points earned in each metric are then aggregated to compile an overall domain score.

◎ EMPLOYMENT AND PLACEMENT

ABOUT THIS DOMAIN

The Employment and Placement domain scores the educator preparation program's performance in preparing educators who become employed as teachers or specialists, launch their careers in Delaware's schools, and considers the subset of those who student teach in state-identified high-needs schools.

DOMAIN RATING

Tier **3**

DOMAIN POINTS EARNED

7.29 out of 15.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Employment Rate Overall* Reported here is the rate at which graduates** begin working as a teacher or specialist within one year of graduation.	66% — 66% 0% 30% 85% 100% N = 56 Educators ● STATE AVERAGE: 72%	3.93 out of 6.00 points
Employment Rate in Delaware Reported here is the rate at which graduates begin working as a teacher or specialist in public schools in Delaware within one year of graduation.	33% — 33% 0% 25% 75% 100% N = 112 Educators ● STATE AVERAGE: 52%	0.96 out of 6.00 points
Student Teaching Placement Rate in Delaware High Needs Schools Reported here is the proportion of graduates who conducted at least one of their student teaching placements in Delaware in a state-identified high-needs school.	22% — 22% 0% 10% 25% 100% N = 67 Educators ● STATE AVERAGE: 24%	2.40 out of 3.00 points

*Metric calculated using 2014-2015 through 2016-2017 data.
**For purposes of this report, due to their unique structure, program entrants in the alternative routes to certification programs are considered "graduates".

Program Domains

Each educator preparation program earns *a tier rating for each domain*, based on the associated metrics. A program must generate a score on at least one metric within the Graduate Performance domain in order to merit a program report.

HOW IS THE OVERALL RATING MEASURED?

DOMAINS	POINTS POSSIBLE	TIER	PERCENT OF POINTS EARNED
Recruitment	10.00	3	52%
Candidate Performance	10.00	2	62%
Employment and Placement	15.00	3	48%
Retention	15.00	1	90%
Graduate Performance	35.00	2	59%
Perceptions	15.00	2	65%

Program Overall Score

Each educator preparation program earns an *overall tier rating* based on the points earned in each of the six domains. Tier 1 is the highest classification with Tier 4 being the lowest classification. The tier ratings are determined by the total percentage of available points the program earns. An example from an overall tier rating on a program report is below:

PROGRAM PERFORMANCE

OVERALL RATING

Tier 2

TIER 4	TIER 3	TIER 2	TIER 1
0% - 39%	40% - 54%	55% - 69%	70% - 100%

PERCENT OF POINTS EARNED

62%
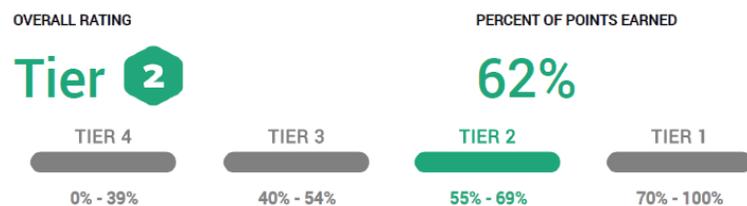
Programs rated as Tier 2 have received the second highest classification as it pertains to preparing educators to serve students and schools in Delaware.

Classifying Educator Preparation Programs

All programs generating program reports earn a point value which corresponds with one of four summary performance tiers. Tier 1 represents top-performing programs. Programs are assigned to tiers based on the total percentage of points earned by a program with the following summative state targets:

TIER 1

Programs rated as Tier 1 have earned 70 percent or more of available points, for the highest classification as it pertains to recruiting and preparing educators.

TIER 2

Programs rated as Tier 2 have earned between 55 and 69 percent of available points, for the second highest classification as it pertains to recruiting and preparing educators.

TIER 3

Programs rated as Tier 3 have earned between 40 and 54 percent of available points, for the second lowest classification as it pertains to recruiting and preparing educators.

TIER 4

Programs rated as Tier 4 have earned fewer than 40 percent of available points, for the lowest classification as it pertains to recruiting and preparing educators.

For most educator preparation programs, the total points possible equals 100. In certain cases, some programs have insufficient graduates to calculate one or more metrics, so the total points a program could possibly earn is fewer than 100 points. In these cases, a program's score is determined by dividing its earned points by the total possible points.

For examples of the educator preparation program reports click here.

The absence of a program report usually denotes that a particular program has a small number of candidates enrolled in the program or extremely small numbers of graduates serving students in Delaware's public education system. It may also denote that a program has been recently deactivated or reconstituted by the provider and thus is no longer enrolling candidates. Additionally, an educator preparation program may have been recently approved by the state of Delaware and does not have sufficient performance history to-date. However, all programs with three years of cohort data available will have a program report published for public transparency, regardless of their program status. Below are the business rules regarding when data is included or not included in the program report.

Unavailable Data and Non-Scored Metrics

Most data required to calculate the score for a program are collected directly and continuously by the Department of Education. Failure of a program to provide data can result in state sanctions. However, when data for a particular metric are not available due to issues of data collection, data quality, or inapplicability; small sample sizes for growth measures that require statistical calculations; or if the n-size for a given metric is fewer than ten (10), the following business rules apply:

- If a program does not have any scored metrics in the Graduate Performance domain, the program does not generate a program report.
- If a domain other than the Graduate Performance domain does not have any scored metrics, the entire domain is unscored and the domain points are removed from the scorecard's possible points.
- Within each domain, if a program does not have data for a particular metric, that metric's possible point value is distributed proportionately across the other metric/s within that domain.
- If a program does not have any data for the Student Growth Outcomes metric, the points possible for that metric are added to the points possible for the Student Improvement Component Ratings metric.

Attributing Educators to Programs

Educators are only included in the 2018 metric calculations if the year in which they entered a program or received a degree is between 2012-13 and 2016-2017, inclusively. The specific school years in which data are attributable to educators vary by metric and are outlined in the Technical Specification Guide.

Educators are assigned to preparation programs and their related institutions using a roster produced by the Delaware Department of Education and verified by the institution/provider. Educators are assigned a graduation year based on their most recent graduation date in Bachelors and Masters Programs, respectively. Educators graduating from both a Bachelor's program and a Master's program are included in calculations for their respective programs. Educators completing multiple educator preparation programs (whether via traditional or alternative routes) are included in calculations for each program. Doctoral and school leadership program graduates are not included.

Program Renewal Status Determinations

All active programs will be subjected to a biennial review of data through the publication of a program report outlined in the previous section of this Guide. The biennial educator preparation program report will determine whether a program maintains its good standing to operate as an approved program or whether the program will face probation and eventually possible revocation.

The overall tier rating of a program determines its renewal status/continued approval to prepare aspiring educators in Delaware. All active programs generating a program report will earn one of the following categorizations – Renewed, Renewed With Conditions, or Probation. Based on data in the education preparation program reports, the program renewal status for programs will be as follows:

TIER **1** = Program Renewed

TIER **2** = Program Renewed

TIER **3** = Program Renewed With Conditions

TIER **4** = Program on Probation

Programs Not Generating a Program Report

Programs with limited data to generate a program report will still earn a program renewal status. The Department will consider program tenure and available program data in order to categorize programs not officially generating a program report (i.e. missing Graduate Performance domain).

- **New Programs** – Programs that have been newly created within the past three years will be considered ***Renewed***. This categorization provides the opportunity for programs to scale and collect multiple years of cohort data.
- **De-activated Programs** – Some programs may be de-activated by the provider and are no longer accepting candidates. These programs ***will not receive a renewal status*** due to the fact that it is unnecessary since the program is not seeking renewal; however, program reports will be published in order to provide public transparency if there are three cohort's worth of data and the minimum N size of 10 is met for available metrics.
- **Programs with low enrollment or limited number of graduates working in Delaware** – There are a variety of reasons why programs may have limited data based on the size of the program and/or the number of graduates working in Delaware. For this type of program, the Department first considers the performance of the domains the program did generate. For example, the program may not have had enough graduates working in Delaware to generate the Graduate Performance and the Retention domains, but has enough candidates and graduates in the program to generate the Recruitment, Candidate Performance, Placement, and Perceptions domains. Of the programs with

low enrollment or limited number of graduates working in Delaware, there are three possible pathways a program could fall under, each with a different potential renewal status. Please see below for more details.
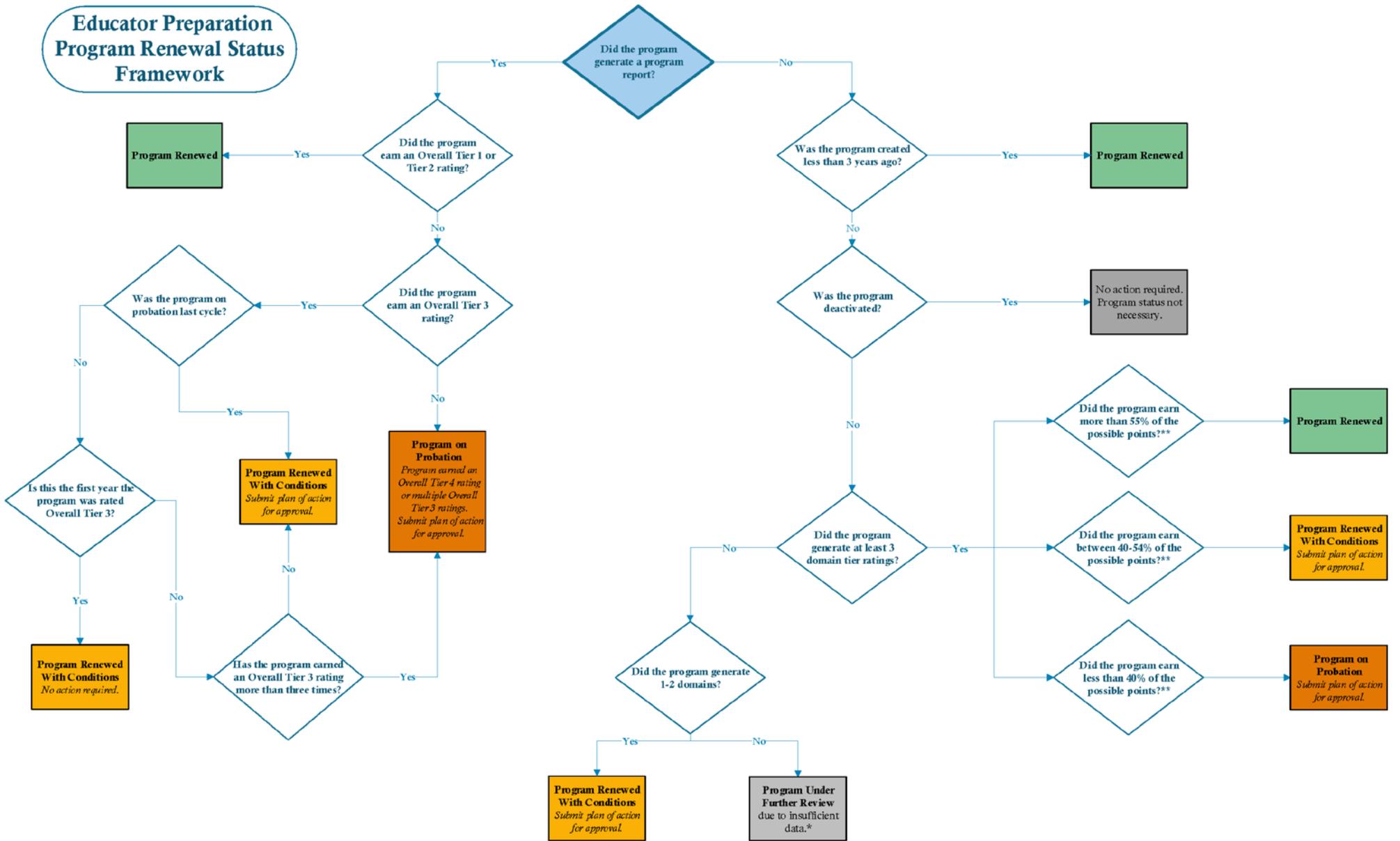
- o **Programs Generating Three to Five Domains** – If a program generates three to five of the possible six domains, the program will earn their renewal status based on the percentage of possible points earned and be placed into one of the following categories –
    - ▪ **Program earned 55% or more of the available points = Renewed**
    - ▪ **Program earned 40-54% of the available points = Renewed with Conditions**
    - ▪ **Program earned fewer than 40% of the available points = Probation**

    The thresholds for the renewal status for programs generating three to five domains reflect the same thresholds established for programs generating a program report. For example, a program earning fewer than 40% of the possible points, or an Overall Tier 4 rating, would earn Probation. Similarly, a program earning 55% or more of the possible points (an Overall Tier 1 or 2 rating) would earn a Renewed status. This system ensures consistency with how data is being used to determine a program's renewal status, even if the program does not have graduates working in Delaware.

- o **Programs Generating One or Two Domains** - Based on limited data, all programs earning performance ratings in one or two domains will be categorized as *Renewed With Conditions.* These programs will be required to review their programs and submit a plan of action in order to foster continuous improvement.

- o **Programs Generating Zero Domains -** Programs that do not generate any domains are extremely small programs with insufficient data. These programs will be required to submit additional documents to the Department of Education related to its service in addressing workforce needs and its alignment to program standards. If programs do not generate any domains, that means they have had fewer than 10 candidates and/or graduates in the last five years. These programs will be categorized as *Program Under Further Review.*

A chart depicting how a program earns its status rating can be found below.

Educator Preparation Program Renewal Status Framework

Did the program generate a program report?

Yes →

Did the program earn an Overall Tier 1 or Tier 2 rating?

Yes → Program Renewed

No ↓

Did the program earn an Overall Tier 3 rating?

Yes → **Was the program on probation last cycle?**

No ↓ **Program on Probation**
Program earned an Overall Tier 4 rating or multiple Overall Tier 3 ratings. Submit plan of action for approval.

Was the program on probation last cycle?

No ↓

Yes → **Program Renewed With Conditions**
Submit plan of action for approval.

Is this the first year the program was rated Overall Tier 3?

Yes → **Program Renewed With Conditions**
No action required.

No → **Has the program earned an Overall Tier 3 rating more than three times?**

No → **Program Renewed With Conditions**
Submit plan of action for approval.

Yes → **Program on Probation**
Submit plan of action for approval.

No →

Was the program created less than 3 years ago?

Yes → Program Renewed

No ↓

Was the program deactivated?

Yes → No action required. Program status not necessary.

No ↓

Did the program generate at least 3 domain tier ratings?

Yes → **Did the program earn more than 55% of the possible points?** ** → Program Renewed

Did the program earn between 40-54% of the possible points? ** → **Program Renewed With Conditions**
Submit plan of action for approval.

Did the program earn less than 40% of the possible points? ** → **Program on Probation**
Submit plan of action for approval.

No → **Did the program generate 1-2 domains?**

Yes → **Program Renewed With Conditions**
Submit plan of action for approval.

No → **Program Under Further Review**
due to insufficient data.*

*Programs that generate zero domains will be classified as **Program Under Further Review.** *More information can be found in the Educator Preparation Program Guide regarding this status..*
**These thresholds mirror those set for programs generating full reports to provide consistency despite the fact the program may have a limited number of graduates working in Delaware.

Renewed

Programs categorized as *Renewed* either earned an Overall Tier 1 or Tier 2 rating on their educator preparation program report, or the program earned at least 55% of the available points on the domains that earned a domain tier rating. These programs are considered "effective". Programs should continue to disaggregate their data and engage in self-study and continuous improvement, but no action with the state is required. These programs may be studied to elevate best practices about educator preparation programs. Additionally, programs created within the last three years are also considered Renewed in order to allow for time to collect program outcomes data.

Renewed With Conditions

Programs categorized as *Renewed With Conditions* are required to engage in a cycle of continuous improvement. The specific conditions are based on whether or not a program generated a report due to data availability and their overall performance.

> *Programs generating a program report* and earning a *Renewed With Conditions* status for the first time will be sent a letter identifying key areas for improvement, but no further action will be required. Subsequent Overall Tier 3 ratings will require a program to submit a plan of action to the Department of Education. Upon official notification of their program status, a program will have 90 days to submit a plan of action. The action plan template can be found here. The Department of Education will review and approve the plan. If the Department of Education determines the plan does not meet standards, the Department will provide feedback and allow the program 30 days to re-submit a plan for approval. If the program earns a Renewed With Conditions status three times consecutively, whether the program generated a program report or not, then the program will be placed on Probation.

> *Programs not generating a program report* and earning a *Renewed With Conditions* status will be required to submit a plan of action to the Department. Upon official notification of their program status, the program will have 90 days to submit a plan of action. The action plan template can be found here. The Department of Education will review and approve the plan. If the Department of Education determines the plan does not meet standards, the Department of Education will provide feedback and allow the program 30 days to re-submit a plan for approval. If the program earns a Renewed With Conditions status three times consecutively, whether they generated a program report or not, then the program will be placed on probation.

Probation

A program may be placed on **Probation** for not meeting standards set on the biennial educator preparation program reports or not meeting compliance requirements. A probation period is meant to provide an opportunity for the unit/program to seek assistance for program improvement in order to eventually meet Delaware standards and performance expectations. External support is recommended for programs placed on Probation. A program may face probation or revocation for reasons including, but not limited to:

- Non-compliance with candidate entrance and exit standards
- Non-compliance with clinical residency requirements
- Non-compliance with instructional and content components
- Non-compliance in data sharing and reporting
- Poor outcomes for candidates and/or graduates
- Loss of CAEP or SPA accreditation

Initial Probation requires the program to complete a plan of action for improvement and will last for two years. Upon official notification of their program status, the program will have 90 days to submit a plan of action. The action plan template can be found [here](). The Department of Education will review and approve the plan. If the Department of Education determines the plan does not meet standards, the Department of Education will provide feedback and allow the program 30 days to re-submit a plan for approval. In the plan of action, programs will be required to include indicators of progress to determine if programs are making progress on their improvement goals. Midway through the initial probation period, the Department of Education may conduct an on-site visit. When a program is placed on Probation for the first time, the program may continue to recruit candidates into the program until the next publication of a program report. During Probation, programs are required to submit all necessary data and compliance information and may be subject to additional on-site visits as deemed necessary by the Department of Education.

A program will no longer retain the Probation status during the next review cycle if one of the following circumstances is true:

- Programs that generate a program report earn an overall Tier 1, 2, or 3; or
- Programs that do not generate a program report earn 40% or more of the possible points.

If a program does not reach one of the above stated thresholds, additional evidence will be taken into consideration to determine the program's renewal status and possible conditions. If a program provides sufficient evidence that it has fully met their indicators of progress in their action plans, programs will remain on probation and be required to revise their action plan. If the program generated a report, the program will no longer be permitted to admit new candidates to the program and must notify existing candidates of the programs' status. If the program did not generate a report, due to limited data, the program will continue on Probation and at the discretion of the Secretary may continue to admit candidates.

If a program does not provide sufficient evidence of meeting their indicators of progress after the first two-year probation period, their approval may be immediately revoked. Additionally, if a program fails to earn fewer than 40% of available points on the program reports after four years on Probation, program approval will be revoked.

Revocation

The Department of Education may revoke a program's approval immediately or following a period of probation. Upon notice of revocation, the program may no longer recruit or accept new candidates into the program and must notify all existing candidates. The program is required to share documentation of the notification of existing students to the Department of Education. Only candidates with sufficient credits to graduate within the existing academic year may exit the program.

The unit or provider has 30 calendar days to appeal the decision by submitting a statement of position and supporting evidence. Should the unit or provider decide to submit an appeal, documentation should be sent to the Secretary of Education, as well as the Associate Secretary of Educator Support team. The Department will notify the unit and/or provider within 45 days of its final decision. Programs whose revocation is sustained must wait two years before reapplying for program approval to the Department.

Programs Under Further Review

Programs categorized as Program Under Further Review will be required to submit the following documentation to the Department of Education within 90 days of being notified of their status: 1) Needs Justification Form outlining the purpose of the program and the need it is addressing; and 2) Most recent SPA report or state-sponsored program review report. If the SPA report or state-sponsored program review report is not available, then the program must submit a Qualitative Program Review Form found here. After receiving all requested documents, the Department of Education will review the forms and make a determination regarding program quality using a rubric to evaluate the workforce needs this program is addressing as well as the alignment to program standards. Based on this review, programs will earn a program renewal status of Renewed, Renewed With Conditions, or Probation.

If programs do not have any new candidates within the last five years, the Department of Education will consider that program inactive. Should the institution or provider wish to begin entering candidates again, they must fill out a Program Reactivation Form, along with any program modifications that have taken place through the Program Modification Form found here.

State Approval and National Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) and Specialized Professional Association (SPA) accreditation is a baseline requirement for program approval in the state of Delaware *(unless a program is approved through the alternative route to certification program processes)*. The CAEP and SPA processes focus on a number of key qualitative indicators of program effectiveness as well as certain quantitative minimum standards and therefore holds tremendous value to establish minimum standards and to provide programs with feedback for continuous program improvement. Additionally, the Delaware educator preparation program reports are a product of a biennial program review cycle that facilitates a focus on quantitative outcomes, while relying on the CAEP and SPA processes to address the qualitative aspects to ensure quality programs. The educator preparation program reports also serve the ability to identify potential program concerns on a biennial review cycle as opposed to a seven-year cycle of CAEP.

When a program is placed on Probation, the Department of Education will notify the CAEP as well as the designated SPA (if applicable) within 30 days of the notification. The Department of Education will provide copies of documentation of satisfactory progress to CAEP and the associated SPA at the end of the two-year probation period and notification of the Department of Education's decision to either remove the program from Probation, or the program will be placed on a second Probation period and will no longer to be able to admit candidates. The Department of Education may request CAEP to conduct an additional on-site visit at any time while the program is on Probation to assist the program with support in order to identify specific recommendations for program improvement. If a program is more than three years away from their CAEP on-site visit, it should expect the Department of Education to request an earlier visit from CAEP or conduct their on-site visit while the program is on Probation.

Likewise, if CAEP or a SPA organization has identified a unit or program in need of improvement, it is expected that the organization as well as the unit/provider communicate with the Department of Education as to their accreditation status. Programs may be placed on Probation or revoked if CAEP or SPA accreditation is lost or not acquired, regardless of the unit or programs outcomes on the Delaware educator preparation program reports.