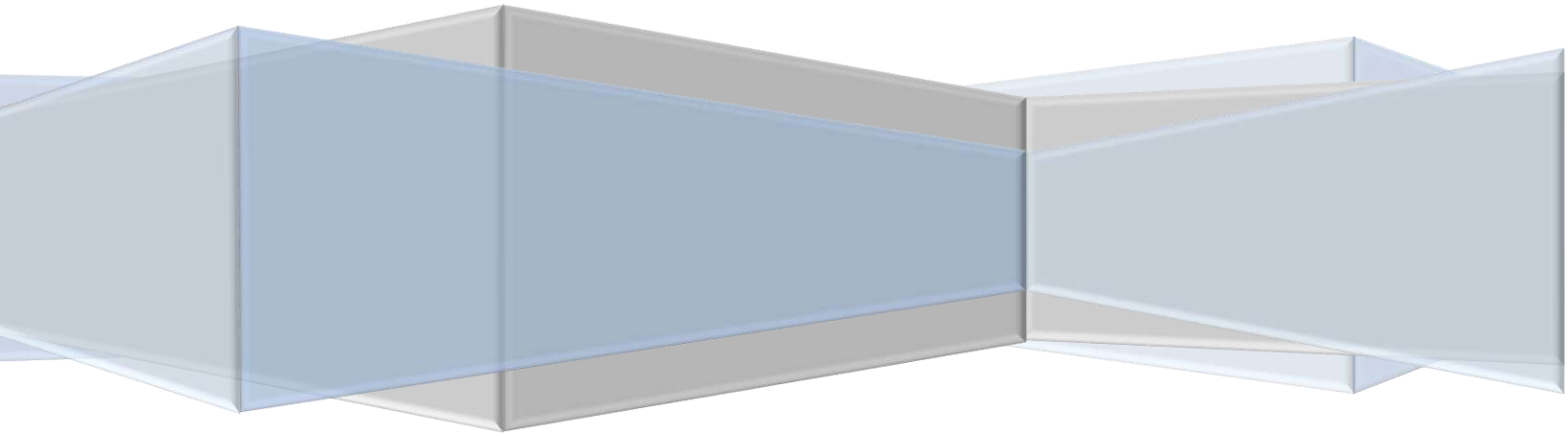
Educator Preparation Program Guide

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 and specialist quality and 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 http://caepnet.org/standards/2022-itp/introduction.

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop, through curriculum and experiences, a deep understanding of the critical concepts and principles of their discipline that integrate equity and diversity throughout candidates' courses and their developmental clinical experiences with diverse P-12 students. Upon completion, candidates can use discipline-specific practices and understand student culture and differing needs to advance learning by all students.

R1.1 The Learner and Learning

The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content

The provider ensures that candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations SPA process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice

The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure that candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences

The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression

The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, and professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness

The provider demonstrates that program completers:

A. effectively contribute to P-12 student-learning growth AND

B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the evidence provided.

AND

apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers

The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.

R5.1 Quality Assurance System

The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality

The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program evaluation and continuous improvement processes.

R5.4 Continuous Improvement

The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard.6. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of Standard 6 in narrative supported by evidence.

R6.1 Fiscal Resources

The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity

The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources

The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure

The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

Standard 7: Record of Compliance with Title IV of Higher Education Act

Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of Standard 7.

Only for EPPs seeking access to Title IV funds

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.

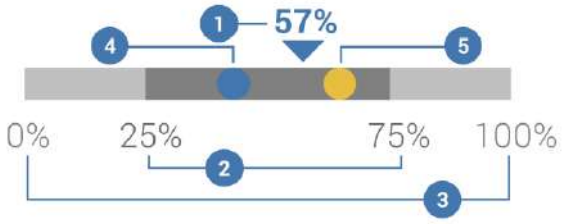
Biennial Educator Preparation Program Reports

Beginning in Fall 2016, the DDOE began releasing biennial educator preparation program reports. These reports 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.

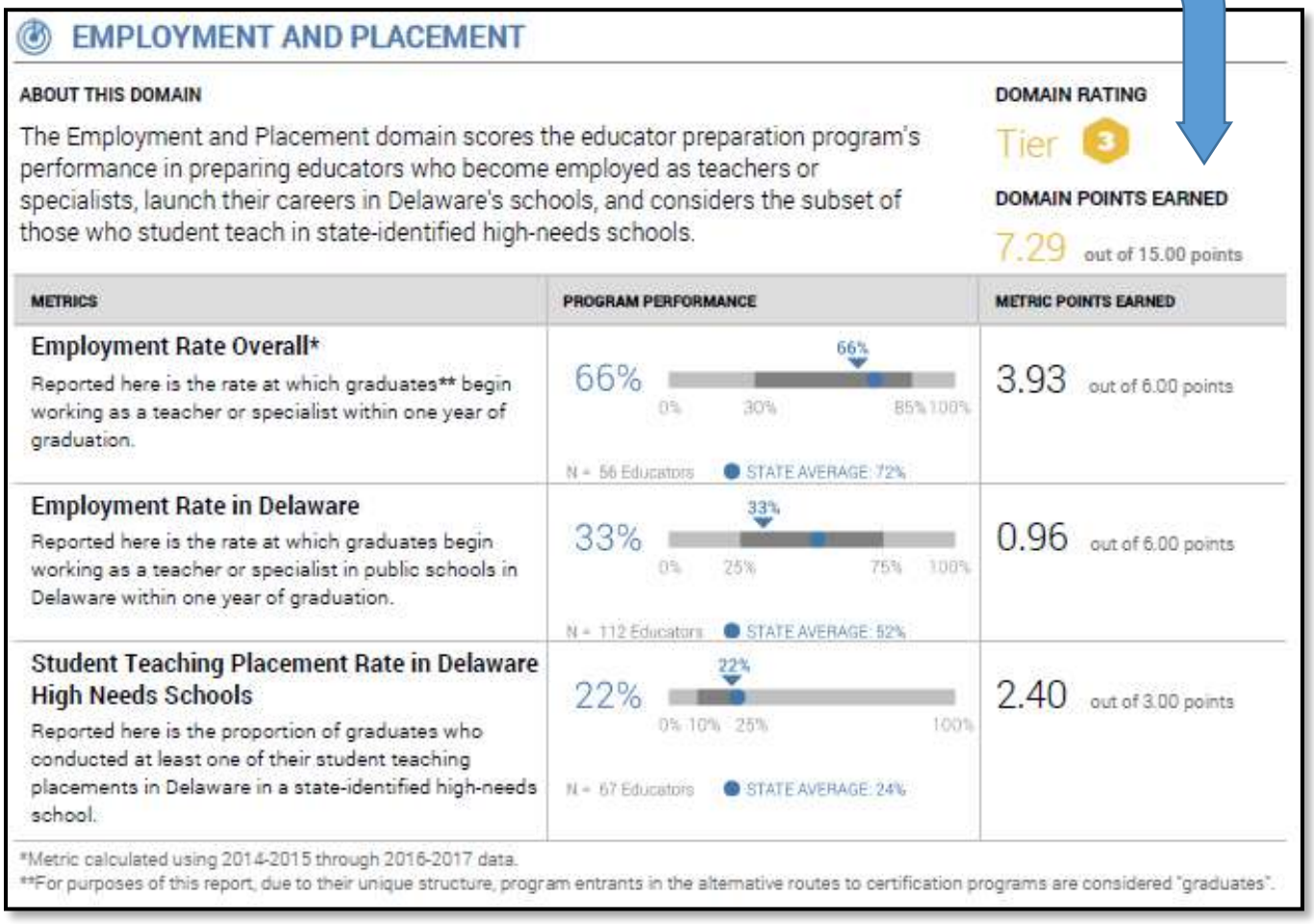
Program Metrics

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: 82%	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

PERCENT OF POINTS EARNED

62%

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

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 2021 metric calculations if the year in which they entered a program or received a degree is between 2015-16 and 2019-2020, 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:

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.

- **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**

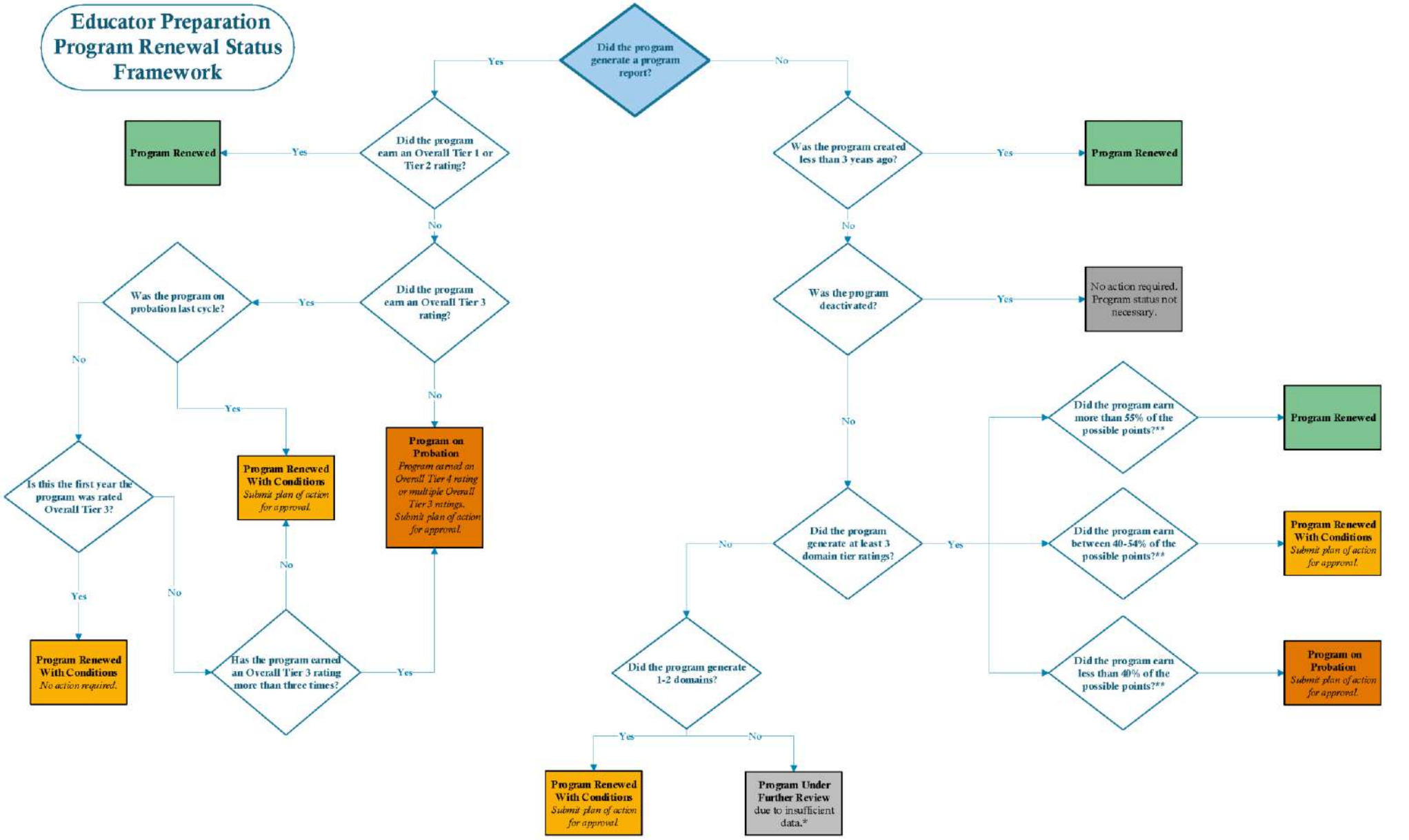
  The thresholds for the renewal status for programs generating three to five domains reflect the same thresholds established for programs generating a program report. For example, a program earning fewer than 40% of the possible points, or an Overall Tier 4 rating, would earn Probation. Similarly, a program 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.

- **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.

- **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



*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.