

# DEPARTMENT OF EDUCATION

## OFFICE OF THE SECRETARY

Statutory Authority: 14 Delaware Code, Sections 122(b)(22) and 1280 (14 **Del.C.** §§122(b)(22) and 1280)

14 **DE Admin. Code** 290

### PROPOSED

#### PUBLIC NOTICE

#### Educational Impact Analysis Pursuant to 14 Del.C. §122(d)

#### 290 Approval of Educator Preparation Programs

##### A. TYPE OF REGULATORY ACTION REQUESTED

Amendments to Existing Regulation

##### B. SYNOPSIS OF SUBJECT MATTER OF REGULATION

Pursuant to 14 **Del.C.** §§122(b)(22) and 1280, the Delaware Department of Education ("Department") developed amendments to 14 **DE Admin. Code** 290 Approval of Educator Preparation Programs. The regulation concerns the approval, modification, and review, probation, and revocation of educator preparation programs. The amendments include revising the title of the regulation and clarifying and updating the requirements for traditional educator preparation programs. In addition, Sections 8.0, 9.0 and 10.0 are proposed to be stricken. Language from the three sections is included in a new regulation, 14 **DE Admin. Code** 291 Alternative Routes to Certification (ARTC) Programs.

Persons wishing to present their views regarding this matter may do so in writing by submitting them to the Department, Office of the Secretary, Attn: Regulation Review, 401 Federal Street, Suite 2, Dover, Delaware 19901 or through the Department's online submission form at <https://education.delaware.gov/community/governance/regulations-code/post-a-comment/> by the close of business (4:30 p.m. EST) on or before July 2, 2024. Any person who wishes to receive a copy of the proposed regulation may obtain a copy from the Department at the Office of the Secretary on the second floor of the Townsend Building, 401 Federal Street, Dover, Delaware.

##### C. IMPACT CRITERIA

1. Will the amended regulation help improve student achievement as measured against state achievement standards? The requirements for traditional educator preparation programs are designed to improve the quality of the educator workforce, which will help to improve student achievement.

2. Will the amended regulation help ensure that all students receive an equitable education? The requirements for traditional educator preparation programs are designed to improve the quality of the educator workforce, which will help to ensure students in Delaware public schools receive an equitable education.

3. Will the amended regulation help to ensure all students' health and safety are adequately protected? The amended regulation addresses requirements for traditional educator preparation programs and are not designed to help ensure all students' health and safety are adequately protected. Although traditional educator preparation programs are not required to include pedagogy courses related to child and adolescent development, the programs may include such courses, which would help to ensure students' health and safety are adequately protected.

4. Will the amended regulation help to ensure that all students' legal rights are respected? The amended regulation addresses requirements for traditional educator preparation programs and are not designed to help ensure students' legal rights are respected. Although traditional educator preparation programs are not required to include courses that touch upon students' legal rights, the programs may offer such courses.

5. Will the amended regulation preserve the necessary authority and flexibility of decision-makers at the local board and school level? The amended regulation addresses requirements for traditional educator preparation programs and does not change the authority or flexibility of decision makers 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 unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels.

7. Will decision making authority and accountability for addressing the subject to be regulated be placed in the same entity? The Department implements the regulations concerning the approval, modification, and review, probation, and revocation of traditional educator preparation programs.

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 amended regulation is consistent with, and not an

impediment to, the implementation of other state educational policies, and in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts, and social studies.

9. Is there a less burdensome method for addressing the purpose of the amended regulation? There is not a less burdensome method for addressing the purpose of this amended regulation.

10. What is the cost to the state and to the local school boards of compliance with the amended regulation? There are not additional expected costs to the state or to the local school boards of complying with this amended regulation.

## **290 Approval of Traditional Educator Preparation Programs**

### **1.0 Content**

Pursuant to 14 **Del.C.** §§122(b)(22) and 1280, this regulation shall apply to the approval, modification, and review, probation, and revocation of traditional educator preparation programs. Traditional educator preparation programs are programs that prepare candidates to become educators in a specific area, subject, or category, culminating in a capstone clinical placement, which leads to eligibility for licensure and certification. This regulation does not apply to alternative routes to certification (ARTC) programs pursuant to 14 **Del.C.** §§1260 - 1266 and 14 **DE Admin. Code** 291.

### **4.0 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 traditional educator preparation programs.

**“Alternative Routes to Certification Program”** or **“ARTC”** 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 teacher 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 the Council for the Accreditation of Educator Preparation, which is a national accrediting body for Education Preparation Providers educator preparation program providers.

**“Candidate”** means an individual enrolled in an Educator Preparation Program or ARTC Program a traditional educator preparation program who is preparing for or serving in a position as an educator in schools that serve students in pre-school through grade twelve 12.

**“Capstone Clinical Residency clinical placement”** means a student teaching or residency placement 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 high quality cooperating educator and a high quality clinical supervisor.

**“Central Office Personnel”** means Directors, Supervisors, Administrative Assistants, Coordinators, and Managers in instructional areas.

**“Certified Reviewer”** means an individual trained by the test vendor to score performance assessments.

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

**“Cohort”** means the set of individuals who matriculate into a program or exit a program in the same year.

**“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.

**“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" or "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 Sections 8.0, 9.0, and 10.0 of this regulation, the word "program" or "programs" shall mean the program or programs approved pursuant to said section.

**"Educator Preparation Program Guide" or "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" or "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" or "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 program by a Candidate candidate.

**"High Quality Clinical Supervisor quality clinical supervisor"** means a supervisor of a Candidate candidate who is employed by the Educator Preparation Program traditional educator preparation program, trained or experienced in the field which the individual is supervising, trained to work with and provide feedback to Candidates candidates, and who meets the CAEP accreditation standards for this role as defined through the CAEP Accreditation Standards.

**"High Quality Cooperating Teacher quality cooperating educator"** means an educator employed by a Local Education Agency local education agency (LEA) or private school, collaboratively selected by the employer and the Educator Preparation Program traditional educator preparation program, who oversees the Candidates' Capstone Clinical Residency candidates' capstone clinical placement and who has:

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

**"Institution of Higher Education" or "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" or "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.

**"Professional Development"** means a combination of focused, in-depth learning, practice feedback, reflection, and expert support experiences designed to change participants' attitudes, insights, and perspectives and ultimately results in improved professional practice. Effective professional development programs include ample opportunities for knowledge acquisition, skill mastery, descriptive feedback, and refinement of practice in the work setting.

**"Provider"** means an individual, public or private educational association, corporation, or institution that seeks approval to operate or is approved by the Department to operate an educator preparation program in the State.

**"Satisfactory Progress"** means a teacher candidate is on track to satisfy all program requirements within the required time frame.

**"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 professional association" or "SPA"** means a member of CAEP that is a national organization of teachers, professional education faculty, and/or and 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 with expertise in a specific content area, developmental level, or professional roles that has developed standards for preparing educators in their respective roles.

~~"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.~~

~~"Superintendent" means a chief school officer or Assistant Superintendent acting in the chief school officer's absence or acting as his or her designee.~~

**22 DE Reg. 219 (09/01/18)**

**22 DE Reg. 582 (01/01/19)**

**23 DE Reg. 748 (03/01/20)**

### **2.0 3.0 Prior Approval from the Department Required to Offer Programs**

~~2.1 3.1 Pursuant to 14 Del.C. §§122(b)(22) and 1280(a), no an individual, public or private educational association, corporation or institution, including any Institution of Higher Education college, university, or other postsecondary institution authorized to operate in the State, shall not offer an Educator Preparation Program or an Alternative Route to Certification Program a traditional educator preparation program for the training of educators to be licensed in this State without first having procured the assent approval of the Department for the offering of such a Program a program.~~

~~2.2 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.~~

~~2.3 The Department shall approve an Institution's Educator Preparation Programs and Education Preparation Unit or Units, which is based on compliance with all Provider, Unit and Program requirements as detailed in this regulation. In addition:~~

~~2.3.1 Unit approval is predicated on Provider and/or Unit receipt and maintenance of accreditation from the Council for the Accreditation of Educator Preparation (CAEP); and~~

~~2.3.2 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:~~

~~2.3.2.1 Receipt and maintenance of Program approval from the Program's relevant Specialized Professional Association; or~~

~~2.3.2.2 Successful completion of an approved applicable alternate process as described herein.~~

~~2.4 ARTC Programs provided by any individual, public or private educational association, corporation or Institution shall meet Department requirements for ARTC Programs, as documented in Sections 8.0, 9.0 and 10.0 of this regulation.~~

~~2.5 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.~~

~~3.2 The Department shall not issue a Standard Certificate to an applicant who completes a traditional educator preparation program for which the Department's approval is required but the institution failed to procure the Department's approval.~~

~~3.3 Operation of a traditional educator preparation program in the State that is not approved by the Department may result in action by the Department, the Department of Justice, or both as provided in 14 Del.C. §§185 - 194.~~

**23 DE Reg. 748 (03/01/20)**

### **3.0 4.0 Traditional Educator Preparation Program Requirements**

~~4.1 In order to be approved by the Department, a traditional educator preparation program shall complete the process in Section 5.0 and meet the requirements set forth in subsections 4.1.1 through 4.1.6, State requirements, and, where applicable, national standards appropriate to the program.~~

~~3.4 4.1.1 Entry Requirements requirements.~~

~~3.4.1 4.1.1.1 Programs Providers shall establish rigorous entry requirements as prerequisites for Program Entrance matriculation into the program. 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 ten percent (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.~~

4.1.1.1.1 For programs that provide instruction in content and pedagogical knowledge, the entry requirements shall be, at a minimum, 1 of the requirements in subsections 4.1.1.1.1.1 through 4.1.1.1.1.3 during the most recent period of 2 years of the applicants' general education, whether secondary or post-secondary.

4.1.1.1.1.1 Applicants shall have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale.

4.1.1.1.1.2 Applicants shall have a Grade Point Average (GPA) in the top 50th percentile for coursework completed.

4.1.1.1.1.3 Applicants shall 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. Tests of general knowledge include Praxis Core, SAT, ACT, and GRE.

4.1.1.1.2 For programs that provide instruction in pedagogical knowledge only, the entry requirements shall be both of the requirements in subsections 4.1.1.1.2.1 and 4.1.1.1.2.2.

4.1.1.1.2.1 Applicants shall hold a bachelor's degree from a regionally accredited college or university.

4.1.1.1.2.2 During the most recent period of a least 2 years of the general post-secondary education, applicants shall have at least 24 credits in compliance with 14 Del.C. §1280(b)(1) from a regionally accredited college or university aligned to the content area in which the applicant is seeking certification or the equivalent in professional development approved by the Department appropriate to the instructional field or passing scores on an approved content-readiness exam prior to entering the program.

~~3.1.2 4.1.1.3~~ Programs shall collaborate with any ~~Institutions~~ accredited college, university, or other postsecondary institution authorized to operate in the State with which they have articulation agreements, including community colleges, to ensure that ~~incoming Candidates~~ applicants meet the required entry thresholds for acceptance into the ~~Program~~ program.

~~3.1.3 4.1.1.4~~ Programs shall apply the requirements as ~~delineated in this section~~ provided in subsection 4.1.1 to all entering ~~Candidates~~ applicants.

4.1.1.5 Programs may waive the requirements for up to 10% of the applicants admitted in a cohort as outlined in the Department's Technical Guide. Programs shall implement strategies to ensure that applicants admitted under a waiver receive assistance to demonstrate competencies to successfully meet requirements of the program.

~~3.2 4.1.2~~ Clinical Experiences experiences.

~~3.2.1 4.1.2.1~~ Educator Preparation Programs shall have ~~Clinical Experiences~~ clinical experiences required throughout the ~~Program~~ program and aligned with ~~Program~~ program curriculum. ~~Clinical Experiences~~ should ~~experiences~~ shall align with the area, subject, or category of certification being sought by ~~Candidates~~; such ~~Experiences~~ candidates. ~~Clinical experiences~~ shall be designed and incorporated into the ~~Program~~ program by the ~~Provider~~ provider and begin in the first year of the ~~Program~~ program. Programs should ~~shall~~ provide ~~Candidates~~ candidates the opportunity to reflect on ~~Clinical Experiences~~ clinical experiences within the classroom setting.

~~3.2.1.1 4.1.2.1.1~~ Educator Preparation Programs for teachers Programs shall have a ~~Capstone Clinical Residency~~ capstone clinical placement in which the ~~Candidate~~ candidate is:

~~3.2.1.1.4 4.1.2.1.1.1~~ Supervised on-site by a ~~High Quality Cooperating Teacher~~ an educator as provided in subsection 4.1.2.2, 4.1.2.3, or 4.1.2.4, whichever is applicable;

~~3.2.1.1.2 4.1.2.1.1.2~~ A recipient of ongoing support from a ~~High Quality Clinical Supervisor~~ high quality clinical supervisor; and

~~3.2.1.1.3 4.1.2.1.1.3~~ Responsible for the instruction and classroom management of a roster of students.

4.1.1.2 Programs for teachers shall include a minimum of 10 weeks of full-time student teaching in the area in which the candidate seeks certification. The clinical hours shall be completed under the mentorship of a currently employed teacher with a level 3 or 4 summative rating under 14 **DE Admin. Code** 106A. For the purpose of this regulation, "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 12 school setting.

~~3.2.1.2~~ 4.1.2.3 ~~Educator Preparation Programs for administrators must~~ shall include ~~Clinical Experiences~~ clinical experiences totaling a minimum of ~~two hundred and forty (240)~~ 240 hours equitably distributed within the ~~Program~~ program. The clinical hours ~~must~~ shall be completed under the mentorship of a currently employed administrator with an ~~effective or highly effective a distinguished or accomplished~~ summative rating under 14 **DE Admin. Code** 108A.

~~3.2.1.3~~ 4.1.2.4 ~~Educator Preparation Programs for Specialists must~~ specialists shall include a supervised practical experience in the specialty area being pursued. ~~Such~~ The supervised practical experiences shall 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~~ shall be an internship, a practicum, or clinical experience that is supervised by a currently employed specialists with an effective or highly effective summative rating under 14 DE Admin. Code 107A.

4.1.2.5 Programs may adjust the schedule of the clinical capstone placement to comply with embedded local education agency (LEA) vacation schedules, holidays, and unforeseen official school closures.

~~3.3~~ 4.1.3 ~~Instruction and Content Components~~ content components.

~~3.3.1~~ Instruction in literacy and mathematics for prospective elementary school teachers

~~3.3.1.1~~ 4.1.3.1 ~~All approved Educator Preparation Programs~~ programs for prospective elementary school teachers, early childhood teachers, special education teachers, and reading specialists 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' candidates'~~ certification area in content and pedagogy, and to Delaware approved standards for English Language Arts, designed to provide ~~Candidates candidates with~~ a deep conceptual understanding of the content, beyond basic procedural understanding as required in 14 Del.C. §1280(c). 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 English language learners.

~~3.3.1.2~~ 4.1.3.2 ~~All approved Educator Preparation Programs~~ 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' candidates'~~ certification area in content and pedagogy aligned to Delaware approved standards for mathematics, designed to provide ~~Candidates 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~~ 4.1.3.3 ~~Programs for all teachers, specialists, or administrators shall include instruction in content that is aligned to current and approved Delaware professional standards and national content standards, if applicable.~~

~~3.3.3~~ 4.1.3.4 ~~Programs for all teachers shall include instruction in educational technology that is aligned to approved Delaware standards.~~

~~3.3.4 4.1.3.5~~ Programs for all teachers shall include instruction in pedagogy that is aligned with the Delaware professional standards for teaching purposeful integration of technology for teaching and learning that is aligned to approved Delaware standards.

#### 4.1.4 Candidate evaluation.

4.1.4.1 Programs shall conduct evaluations of the candidate throughout the program, which shall consist of a minimum of 3 formally documented observations of the candidate, resulting in the candidate receiving feedback about the candidate's practice.

4.1.4.2 Observations and evaluations of candidates shall be aligned to an applicable State-approved educator evaluation system and include measures of student progress.

4.1.4.3 Results of candidate evaluations shall inform program interaction with the candidate, including feedback, placement, remediation, or support.

#### 3.4 4.1.5 Exit Requirements requirements.

~~3.4.4 4.1.5.1~~ Programs shall establish rigorous ~~Exit~~ 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.

~~3.4.4.1 4.1.5.1.1~~ Content Readiness Exam. Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the ~~Candidate~~ candidate shall achieve a passing the minimum score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board provided in the regulation applicable to the Standard Certificate sought by the candidate. If the candidate seeks 1 of the content area Standard Certificates set forth in subsection 1.1 of 14 **DE Admin. Code** 1519, the candidate shall show that the candidate has acquired knowledge in the content area as provided in Sections 4.0 or 5.0 of 14 **DE Admin. Code** 1519.

#### 3.4.1.2 Performance Assessment

~~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 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.

4.1.5.1.2 Assessment of the prospective educator's ability to apply pedagogical skills to meet the needs of the prospective educator's students pursuant to 14 Del.C. §1280(d)(1) such as a performance assessment.

#### 3.6 4.1.6 Reporting Requirements requirements.

~~3.6.4~~ All approved ~~Educator Preparation Programs~~ programs shall provide the Department with data on Program program graduates, graduate performance, and graduate performance and effectiveness, as well as comply with reporting for all requirements listed in Section ~~3-0~~ 4.0 via Department data submission specifications and processes as outlined in Section ~~6-0~~ and in the Guide 7.0. Failure to comply with data reporting and collection requests shall result in revocation of Program program approval.

4.1.7 Programs in content areas and for administrators and specialists shall maintain CAEP accreditation.

23 DE Reg. 748 (03/01/20)

## 4.0 5.0 Program Approval Process

- 4.4 5.1 Units Providers must apply for new Program program approval to the Administrator in a format and timeline determined by the Department as outlined in the Guide, to include the following documentation: provided in subsections 5.1.1 through 5.1.4.
- 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 or 10.0 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 or exceptions.~~
  - 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.~~
- 5.1.1 If the program is in a content area or is for administrators or specialists and seeks SPA recognition shall submit an application to the Administrator and documentation of seeking SPA recognition.
- 5.1.2 If the program is in a content area or is for administrators or specialists and seeks Department approval, the program shall notify the Department of its intent to initiate the review process at least 6 months before approval is required. In addition, at least 90 days before approval is required the provider shall submit the application to the Administrator. The application shall include all of the information provided in subsections 5.1.2.1 through 5.1.2.9.
- 5.1.2.1 A description of the program for which approval is sought and other administrative information, including the plan for implementing Department-mandated program components as provided in Section 4.0. The description shall include a detailed description and outline of the proposed program content and coursework and of the alignment with content standards.
  - 5.1.2.2 Identification of the certifications the program will address.
  - 5.1.2.3 Justification for the new program.
  - 5.1.2.4 A needs assessment demonstrating the demand for such program graduates in the employment market and demand by potential candidates.
  - 5.1.2.5 The curriculum for the program, including finalized syllabi for any new courses.
  - 5.1.2.6 Descriptions of the expected outcomes of the programs and of how those outcomes will be assessed.
  - 5.1.2.7 Vitae for all faculty delivering instruction in or administering the program.
  - 5.1.2.8 Descriptions of materials, media and resources available for the program, and how technology is integrated into the curriculum or program.
  - 5.1.2.9 A description of how the program is aligned to applicable content and pedagogy standards.
- 5.1.3 If the program is in a content area or is for administrators or specialists and seeks CAEP Evidence Review of Standard 1 shall submit an application to the Administrator and documentation of the CAEP Evidence Review of Standard 1.
- 5.1.4 If the program is not in a content area or for administrators or specialists, the program shall notify the Department of its intent to initiate the review process at least 6 months before approval is required. In addition, at least 90 days before approval is required the provider shall submit the application to the Administrator. The application shall include all of the information provided in subsections 5.1.4.1 through 5.1.4.9.
- 5.1.4.1 A description of the program for which approval is sought and other administrative information, including the plan for implementing Department-mandated program components as provided in Section 4.0. The description shall include a detailed description and outline of the proposed program content and coursework and of the alignment with content standards.
  - 5.1.4.2 Identification of the certifications the program will address.
  - 5.1.4.3 Justification for the new program.



- 5.1.4.4 A needs assessment demonstrating the demand for program graduates in the employment market and demand by potential candidates.
- 5.1.4.5 The curriculum for the program, including finalized syllabi for any new courses.
- 5.1.4.6 Descriptions of the expected outcomes of the programs and of how those outcomes will be assessed.
- 5.1.4.7 Vitae for all faculty delivering instruction in or administering the program.
- 5.1.4.8 Descriptions of materials, media and resources available for the program, and how technology is integrated into the curriculum or program.
- 5.1.4.9 A description of how the program is aligned to applicable content and pedagogy standards.
- 5.2 Review of applications submitted pursuant to subsections 5.1.2 or 5.1.4.
  - 5.2.1 Upon completion of the application review, the Department will appoint individuals to review the application as a team and the review team shall complete a report on the proposed program.
    - 5.2.1.1 Applications shall be reviewed by a Department review team, which shall consist of at least 2 members including the Administrator or the Administrator's designee, 1 of whom shall be the chair. The provider shall be notified as to the members chosen for the review.
    - 5.2.1.2 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.
    - 5.2.1.3 If those initially selected are unable to serve, substitute members may be selected and the provider shall be notified of the substitute members.
    - 5.2.1.4 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.
  - 5.2.2 The review team's report will contain the Department's determination of approval or disapproval of the proposed program.
  - 5.2.3 The Administrator 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.
  - 5.2.4 The Administrator shall review a provider's response and may amend the report.
- 4.2 5.3 The Department will review submitted ~~reports~~ applications and documents and provide approval of the Program or rejection of the proposal, notifying representatives of the Program, Unit and Provider provider.
- 4.3 5.4 New Programs that have been approved under subsections 5.2 or 5.3 will be given provisional approval for 1 year if the application meets standards based on Departmental review. Upon the first Departmental provisional approval, the Unit set forth in subsections 5.4.1 through 5.4.9. For the purpose of this regulation, provisional approval means the provider is authorized to proceed with the Program program identified in the application, and to admit first cohort of Candidates to the Program candidates to the program.
  - 5.4.1 The program shall have a comprehensive curriculum that aligns with the standards and requirements set forth by the State for educator preparation. The curriculum content shall cover essential areas, such as pedagogy, subject matter knowledge, instructional strategies, assessment techniques, and classroom management.
  - 5.4.2 The program's instructors shall possess appropriate qualifications and expertise in their respective fields. They shall demonstrate proficiency in teaching methodologies and instructional practices.
  - 5.4.3 The program shall include practical, hands-on field experiences in educational settings, such as student teaching, practicum, or internship placements. The program shall provide opportunities for students to engage in meaningful and supervised clinical experiences in authentic settings. Field experiences shall provide opportunities for candidates to apply theoretical knowledge in real-world teaching environments.
  - 5.4.4 The program shall provide comprehensive preparation for the responsibilities and challenges of teaching in the relevant subject area and grade level.
  - 5.4.5 The program shall demonstrate a commitment to ongoing evaluation and improvement, utilizing data-driven processes to assess student outcomes, program effectiveness, and overall quality.
  - 5.4.6 The program shall maintain transparency in its operations, providing clear information to stakeholders regarding program requirements, expectations, policies, and outcomes.
  - 5.4.7 The program shall uphold ethical standards in all aspects of its operation, including recruitment, admissions, instruction, assessment, and support services.
  - 5.4.8 The program shall maintain financial stability to ensure its long-term viability and ability to fulfill its commitments to students, faculty, and other stakeholders.

5.4.9 The program shall comply with all applicable laws, regulations, and statutes governing educator preparation, including those outlined in 14 Del.C. §§185 - 194.

~~4.4~~ 5.5 Upon receipt and review of the first annual report aligned with the requirements stated in Sections ~~3.0 and 6.0~~ 4.0 and 7.0, the Department may extend provisional approval for up to ~~four~~ 4 additional years. Programs on provisional approval shall be required to comply with all data reporting requirements in Section 7.0 and any additional data as required by the Department.

~~4.5~~ 5.6 Full (non-provisional) Program program approval may be granted after the submission and approval of data and reporting as ~~noted~~ in Section 6.0 7.0 for the first ~~Cohort to Exit the Program~~ cohort to exit the program.

**21 DE Reg. 565 (01/01/18)**

**23 DE Reg. 748 (03/01/20)**

## **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. 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 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.

**21 DE Reg. 565 (01/01/18)**

**23 DE Reg. 748 (03/01/20)**

## **6.0 Modifications after Program Approval**

- 6.1 After a program is fully approved by the Department, the provider shall obtain the Department's prior approval for the modifications set forth in subsections 6.1.1 through 6.1.6.
  - 6.1.1 To change the program's name.
  - 6.1.2 To change the program's terminal degree.
  - 6.1.3 To combine 2 or more programs.
  - 6.1.4 To change portions of the program, such as the duration of placement.
  - 6.1.5 To change the program's curriculum, such as adding or removing courses.
  - 6.1.6 To change the program's overall credit hours.
- 6.2 In order to obtain the Department's approval of modifications, the provider shall submit an application to the Administrator.
- 6.3 A provider shall not modify a program until the Provider has obtained the Department's approval for the modification or modifications.
- 6.4 A provider's failure to obtain the Department's prior approval for modifications may result in revocation of a program's full approval.

## **6.0 7.0 Program Review and Reporting**

- 6.4 7.1 Compliance with Program Requirements 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.
  - 7.1.1 For programs in content areas and for administrators and specialists, Providers shall be required to submit the CAEP annual report to CAEP and provide the Department with timely communication and materials regarding the formal CAEP approval and, where applicable, SPA recognition review processes.
  - 6.1.3 7.1.2 Units Providers shall submit data and reports annually demonstrating each Program's program's compliance with requirements outlined in Section 3.0 or 10.0 4.0, 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:
    - 6.1.3.4 7.1.2.1 Entrance requirements, including documentation of the admission requirements by which members of the cohort were accepted, as delineated provided in subsection 3.4 4.1.1;
    - 6.1.3.2 7.1.2.2 Requirements for Clinical Experiences clinical experiences, including documentation certifying placements with High Quality Cooperating Teachers and High Quality Clinical Supervisors high quality cooperating educators and high quality clinical supervisors;
    - 6.1.3.3 7.1.2.3 Instruction and Content requirements as stated in subsections 3.3 and 10.1.4 provided in subsection 4.1.3;
    - 6.1.3.4 7.1.2.4 Exit requirements, including Candidate candidate passage rates on Content Exams and Performance Assessments, as well as content exams or compliance with 14 DE Admin. Code 1519 Multiple Measures for Demonstrating Content Knowledge, assessment of pedagogical skills, the rate of Candidate Exit of the Program candidate exit of the program, and documentation of Candidates candidates who do not Exit the Program exit the program;
    - 6.1.3.5 7.1.2.5 Candidate evaluation requirements, including documentation of evaluation processes, remediation policies, and identification of the top quintile of Candidates in a Cohort processes and remediation policies, as defined by the Program program.
  - 6.1.4 7.1.3 Units Providers shall compile and report data for each graduating cohort and for the most recent five (5) 5 years of Program program cohorts on a selection of metrics by the Department. Metrics, as outlined in the Guide may include but not be limited to:
    - 6.1.4.4 7.1.3.1 Program completion, including number and demographics of completers, non-completers and demographics and non-completers.
    - 6.1.4.2 7.1.3.2 Placement Post-graduate employment in Delaware schools by subject-area, grade-level, and LEA employer, including placement in high-needs schools and subjects.
    - 6.1.4.3 7.1.3.3 Performance including pass rates and cut scores on Program performance assessments required by the program and content-exams, average DPAS-II or other Department approved evaluation system applicable State-approved educator evaluation system ratings, including

student growth improvement component, and measures of employer or supervisor satisfaction with job performance.

~~6.1.4.4 7.1.3.4~~ Retention including but not limited to retention as an educator within the program and as an educator each year.

~~6.1.5 7.1.4~~ The Department may conduct monitoring or an interim review of an approved Program on an as-needed basis.

~~6.1.6 7.1.5~~ Programs in content areas and for administrators and specialists are subject to full CAEP review at the request of the Department.

~~6.2 7.2~~ Data Compilation and Review compilation and review.

~~6.2.1 7.2.1~~ The Department will review all data, reports and outcomes outlined provided in subsection ~~6.4 7.1~~ and create and publish program reports, including a report with a scorecard for each Unit and Program program.

~~6.2.2 7.2.2~~ The scorecard program report will include but is not limited to:

~~6.2.2.1 7.2.2.1~~ Metrics as described in subsection ~~6.1.~~ Relevant metrics as provided in subsection 7.1 and 14 Del.C. §1280(e).

~~6.2.2.2 7.2.2.2~~ A ranking Ratings based on analysis of all required data points and information.

~~6.2.2.3 7.2.2.3~~ The process, standards, and methodologies for each rating are determined by the Department and outlined in the Guide.

~~6.2.3 7.2.3~~ The Department will compile Program program level reports with annual data for Programs programs for Cohorts cohorts of 10 or more Candidates candidates. For Programs programs with Cohorts cohorts of fewer than 10 candidates, the Department will compile reports using up to the most recent ~~five (5)~~ 5 years of data, if this provides a cumulative cohort of at least 10 graduates. ~~The Department may also publish reports using Unit-level data.~~ Programs with cohorts of fewer than 10 candidates may report an overall rating but not report any specific metrics that violate the privacy of individuals.

~~6.2.4 7.2.4~~ Department reports will be provided to the Program program prior to being released to the public.

~~6.2.4.1 7.2.4.1~~ Programs shall have 30 calendar days after ~~Departmental provision of the Department provides~~ 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 7.2.4.2~~ The Administrator shall review a Program's program's response and may amend the report if necessary.

## 23 DE Reg. 748 (03/01/20)

### ~~7.0 8.0~~ Renewal, Oversight, Oversight and Revocation

~~7.1 8.1~~ Review Review.

~~7.1.1 8.1.1~~ The Department will regularly review Program program outcomes every ~~two~~ 2 years.

~~7.1.2 8.1.2~~ Programs which meet the requirements and standards on the Department report ~~will be considered approved. Approval shall be valid for two years.~~ are approved by the Department as a Tier 1 or Tier 2.

~~7.1.3 8.1.3~~ Programs which fail to meet the requirements and standards addressed in Section ~~6.0 above~~ will 7.0 shall be placed on probation as a Tier 3 or Tier 4.

~~7.2 8.2~~ Probation Probation.

~~7.2.1 8.2.1~~ Following the process ~~detailed provided~~ in Section ~~6.0 7.0~~, if the approved Program 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 8.2.2~~ Programs which are deemed non-compliant with requirements for Program program approval as ~~stated provided~~ in Section ~~3.0 4.0~~ or who do not comply with data sharing pursuant to Section ~~6.0 7.0~~, or who lose CAEP accreditation or SPA approval recognition, by revocation or by expiration, may be placed on Probation probation status or may face ~~immediate~~ revocation of ~~Department the Department's~~ approval.

~~7.2.3 8.2.3~~ Programs may continue to accept Candidates candidates for entry while on the first probation cycle.

~~7.2.4 8.2.4~~ Probation shall last ~~two~~ 2 years or until the next Program program review cycle unless via annual reporting requirements the Program program provides ~~significant and sufficient~~ evidence to substantiate meeting full Program program approval, as decided by the Department. If a Program program provides ~~such the required~~ evidence, it may be removed from Probation probation after ~~one~~ 1 year.

~~8.2.5~~ Within 30 days of the notification to the program that its probation is renewed for a second 2-year cycle, the provider shall notify each candidate individually in writing of the probation of program approval and provide documentation of the notification to the Department.

~~7.2.5 8.2.6~~ While a Program program is on probation it must continue to provide all annual reporting.

~~7.2.6 8.2.7~~ The Department will monitor Program program progress towards meeting the goals for the Program program cited by the Department throughout the probationary period, including review of required data reports and monitoring visits ~~as deemed necessary~~.

~~7.2.7 8.2.8~~ If, after the first ~~two-year~~ 2-year probation cycle, a Program program is deemed by the Department to have not made satisfactory progress toward meeting Program program standards, ~~reporting and/or reporting, and~~ compliance requirements as set forth in this regulation ~~and the Guide~~, its approval may be revoked. For the purpose of this regulation, "satisfactory progress" means a candidate is on track to satisfy all program requirements within the required timeframe.

~~7.2.8 8.2.9~~ Probation may be renewed after the first ~~two-year~~ 2-year probation cycle has been completed if the Program program is deemed to be making satisfactory progress. However, no new Candidates candidates may enter the Program program during this time. Within 30 days of the notification to the Program program that its probation is renewed for a second ~~two-year~~ 2-year cycle, the Program program must notify each Candidate candidate individually in writing of its probationary status and provide documentation of the notification to the Department.

~~7.2.9 8.2.10~~ Programs that fail to meet the standards for approval after ~~four~~ 4 years on probation will have approval revoked.

### ~~7.3~~ 8.3 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 8.3.1~~ If a Program program fails to meet the standards, reporting or compliance requirements set forth by this regulation, and the program is not on probation, its approval shall be revoked.

~~7.3.3 8.3.2~~ The Department will make the final determination regarding revocation of ~~state~~ State approval.

~~7.3.4 8.3.3~~ If upon review of a Program program the Department decides that it will move to revoke Program program approval, the Department will notify the Unit, the Program, and ~~appropriate representatives of the Institution program~~ in writing.

~~7.3.5 8.3.4~~ Upon provision of such notification, Program program approval is considered revoked. The Program program may not recruit or accept new Candidates candidates. Candidates enrolled in the Program 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. be deemed as having completed the program.~~

~~7.3.6 8.3.5~~ A Unit ~~must wait two~~ An individual, public or private educational association, corporation or institution must wait 2 years after a Program the program has been revoked before it can apply to the Department for approval of a Program program that is substantially the same as the ~~one~~ program that was revoked.

### ~~7.4~~ 8.4 Rejoinder Appeal

~~7.4.1 8.4.1~~ An ~~Education Preparation Unit or Program~~ A program subject to a decision of Revocation 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 8.4.2~~ 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 8.4.3~~ The Department shall review the materials submitted by the Institution program including written statements of position, documents, and comments supporting the claims.

~~7.4.4 8.4.4~~ 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.

**21 DE Reg. 565 (01/01/18)**

**23 DE Reg. 748 (03/01/20)**

## **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 14 **Del.C.** §1260(a) 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 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 new program or programs. 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 an agreement with the Department, on a form approved by the Department for an initial term of three (3) years. 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 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 ARTC Programs shall provide a period of intensive on-the-job supervision.
    - 8.2.4.1 Teachers who are hired as a teacher of record prior to March 1 of any school year shall:
      - 8.2.4.1.1 Be observed by a certified evaluator using the state approved evaluation system, and receive a formal written progress report before the end of a 10-week period beginning on the first day the teacher assumes full responsibility of the classroom.
      - 8.2.4.1.2 In addition to the first formal observation, be observed formally and evaluated by certified evaluators using a state approved system. No more than two months shall pass without a formal observation. Opportunities shall be provided for the teacher to observe the teaching of experienced colleagues.
    - 8.2.4.2 Teachers who are hired as a teacher of record after March 1 of any school year shall:
      - 8.2.4.2.1 Be observed by a certified evaluator in accordance with guidelines published by the Department.
  - 8.2.5 ARTC programs shall provide a period of professional development prior to the teacher assuming full responsibility of the classroom.
    - 8.2.5.1 The program shall offer a summer institute of no less than one hundred and twenty (120) instructional (clock) hours completed by the candidate prior to the beginning of the candidate's teaching assignment. This includes an orientation to the policies, organization and curriculum of the employing school district or charter school, instructional strategies and classroom management and child or adolescent development.
    - 8.2.5.2 Candidates employed too late to participate in the summer institute will complete the practicum experience and seminars on teaching during the first school year and will participate in the summer institute following their first year of teaching.
- 8.3 The Department shall evaluate approved ARTC Programs based upon the terms and conditions of the program approval process.

**21 DE Reg. 565 (01/01/18)**

**22 DE Reg. 582 (01/01/19)**

**23 DE Reg. 748 (03/01/20)**

## **9.0 Alternative Route to Certification Programs for Teachers of Students with Disabilities**

- 9.1 Pursuant to 14 **Del.C.** §1266, alternative routes to certification programs for teachers of students with disabilities must meet the following requirements:
- 9.1.1 Deliver high quality professional development that is sustained, intensive and classroom-focused;
    - 9.1.1.1 A teacher candidate who is seeking initial certification through participation in an alternative route for teacher licensure and certification program hired after July 1 of a school year shall fulfill any 120-hour seminar/practicum requirement prior to the start of the following school year.
  - 9.1.2 Work with LEAs, to ensure teachers receive intensive supervision that consists of structured guidance, regular ongoing support, or teacher mentoring;
    - 9.1.2.1 ARTC programs for teachers of students with disabilities shall observe and provide feedback at least three times in the first year.
  - 9.1.3 Require completion of the ARTC program within three years from the beginning of the candidates' participation in the program;

- 9.1.4 Require teachers demonstrate satisfactory progress toward standard certification; and
- 9.1.5 Report on the progress of ARTC teachers on a form created by the Department, which may be modified as necessary. Reports shall be submitted no later than January 15 and June 15 of each year.

~~22 DE Reg. 219 (09/01/18)~~

~~23 DE Reg. 748 (03/01/20)~~

#### **10.0 Alternative Certification Programs for Leaders**

- 10.1 Any individual, public or private educational association, corporation or Institution may seek approval for one of the following Alternative Route to Certification Programs for Leaders certification areas: principal/assistant principal, Central Office Personnel, special education director, or Superintendent. Minimum requirements for Alternate Certification Programs for Leaders include:
  - 10.1.1 A minimum of 18 graduate level credit hours or the equivalent in professional development aligned with 14 ~~DE Admin. Code 1590~~ Delaware Administrator Standards, 14 ~~DE Admin. Code 1598~~ Delaware Professional Development Standards, with a focus on the responsibilities for which the certification program was designed;
  - 10.1.2 A minimum of two hundred forty (240) hours of a residency, internship or clinical experience under the mentorship of a currently employed accomplished or distinguished leader in the role for which the program is certifying, who serves in a public school system, is licensed in Delaware and holds a standard certificate under 14 ~~DE Admin. Code 1591-1594~~ and has received training within the program to fulfill the mentor role;
  - 10.1.3 An additional twenty (20) hours of coaching following employment in the certified area;
  - 10.1.4 Training and successful certification in DPAS;
    - 10.1.4.1 For all certification programs training and successful certification in DPAS for Teachers/Specialists must be completed during the program or at the time of certification;
    - 10.1.4.2 For Central Office Personnel, Special Education Director, and Superintendent certification programs, participants must complete training and successful certification in DPAS for Administrators during the program or at the time of certification;
  - 10.1.5 An evaluation process that includes evaluation of the participant for competency, and evaluation of the program effectiveness including the clinical placements, mentors, and the program's coursework or professional development.
- 10.2 Recommendation for Certification
  - 10.2.1 The approved program provider shall recommend individual program participants to the Department for the appropriate Standard Certificate based on criteria set forth in the approved program application and applicable regulation.
  - 10.2.2 The recommendation shall be on approved program provider's letterhead and must attest to the participant's successful completion of all program components.
  - 10.2.3 The Department shall issue the appropriate Standard Certificate to qualified educators who successfully complete the program and meet the minimum requirements as verified by the approved program provider.

~~23 DE Reg. 748 (03/01/20)~~

#### **9.0 Contact Information and Change of Name or Address**

- 9.1 All providers are required to update their contact information if their contact information changes by notifying the Administrator in writing.
- 9.2 A provider whose mailing address, email address, or phone number changes shall provide the Department with the new mailing address, email address, or phone number within 14 calendar days of the change.

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

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

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

~~21 DE Reg. 565 (01/01/18)~~

~~22 DE Reg. 219 (09/01/18)~~

~~22 DE Reg. 582 (01/01/19)~~

~~23 DE Reg. 748 (03/01/20)~~

~~27 DE Reg. 930 (06/01/24) (Prop.)~~