TEACHER PREPARATION REGULATIONS

OCTOBER 2016

AGENDA

- Significance and Goals
- Scope, Purpose, and Definitions
- Institutional Report Card (IRC)
- State Report Card (SRC)
- TEACH Grants

Questions:

- Please submit your questions throughout in the "Q&A" box to the right of your screen.

SIGNIFICANCE AND GOALS

- We know that teacher preparation is critical to the supply and success of all teachers. It is the first step, whether in a traditional or alternative setting.
- Since work on these regulations began in 2012, there has been important innovation and improvement in the teacher preparation sector.
- However, we still know that many schools and districts are not able to find the right number of novice teachers that are ready to succeed in the classroom.
- We are still missing an important connection between preparation programs and States, districts and schools.
- The goals of these regulations are:
  1. Increased transparency for prospective teacher candidates, employers, States, and preparation programs themselves.
  2. Ongoing feedback amongst all stakeholders.
  3. Responsive to educators across the country who do not feel ready.
  4. Strengthen the cadre of teachers in our country to best serve our students.

SCOPE, PURPOSE, AND DEFINITIONS

SECTION 612.1-2

- **Scope and Purpose** – Regulations related to the teacher preparation program accountability system under Title II of the HEA, including:
  - a) Institutional Report Card Reporting Requirements
  - b) State Report Card Reporting Requirements
  - c) Requirements Related to the indicators States must use to report on teacher preparation program performance
  - d) Requirements related to the areas States must consider to identify low-performing and at-risk teacher preparation programs and actions States must take with respect to those programs
  - e) The conditions under which a low-performing teacher preparation program that has lost the State's approval or the State's financial support may regain eligibility to resume accepting and enrolling students who receive Title IV, HEA funds
- **Definitions** – (Novice Teacher, Student Growth, etc.)

INSTITUTIONAL REPORT CARD (IRC)

SECTION 612.3

- **Institutional Report Card (IRC)** – Each institution of higher education that conducts a teacher preparation program and that enrolls students receiving Title IV HEA program funds –
  - a) Must report to the State on the quality of teacher preparation and other information consistent with section 205(a) of the HEA, using an institutional report card that is prescribed by the Secretary;
  - b) Must prominently and promptly post the institutional report card information on the institution's Web site and, if applicable, on the teacher preparation program portion of the institution's Web site; and
  - c) May also provide the institutional report card information to the general public in promotional or other materials it makes available to prospective students or other individuals.
- What's notable?
  - Reporting at the *program* level
  - Identifying teacher preparation programs provided through distance education

STATE REPORT CARD (SRC)

SECTION 612.4

- **State Report Card (SRC)** – each State that receives funds under the HEA must –
  - a) Report to the Secretary, using a State report card that is prescribed by the Secretary, on—
    - The quality of all teacher preparation programs in the State consistent with paragraph (b)(3) of this section, whether or not they enroll students receiving Federal assistance under the HEA; and
    - All other information consistent with section 205(b) of the HEA; and
  - b) Make the State report card information widely available to the general public by posting the State report card information on the State's Web site.

STATE REPORT CARD (SRC)

SECTION 612.4

Reporting of information on teacher preparation program performance

- Must make meaningful differentiations in teacher preparation program performance using *at least* three performance levels
  1. low-performing teacher preparation program
  2. at-risk teacher preparation program
  3. effective teacher preparation program
- Must provide –
  - For each teacher preparation program, **data for each of the indicators** identified in Section 612.5 for the most recent title II reporting year
  - The State's **weighting of the different indicators** in Section 612.5 for purposes of describing the State's assessment of program performance
  - Any State-level **rewards or consequences** associated with the designated performance levels

STATE REPORT CARD (SRC)

SECTION 612.4

- Must ensure the performance of all of the State's teacher preparation programs are represented in the State report card by –
  - Annually reporting on the performance of each teacher preparation program that, in a given reporting year, produces a total of 25 or more recent graduates who have received initial certification or licensure from the State that allows them to serve in the State as teachers of record for K-12 students and, at a State's discretion, preschool students (i.e. the **program size threshold**)
  - A State may choose a program size threshold of less than 25 (e.g. 15 or 20)

STATE REPORT CARD (SRC)

SECTION 612.4

- For any program that does not meet the program size threshold, the State must annually report on the program's performance by aggregating:
  - A. data with another program that is operated by the same teacher preparation entity and is similar to or broader in content
  - B. data over multiple years for up to four years
  - C. data using a combination of the methods under A and B, if neither work alone
- The State is not required to report on a particular teacher preparation program for a given reporting year if aggregation under this section would not yield the program size threshold for that program.
- The State is not required to report data on a particular teacher preparation program if reporting these data would be inconsistent with Federal or State privacy and confidentiality laws and regulations.

STATE REPORT CARD (SRC)

SECTION 612.4

- **Consultation** – Each State must establish, in consultation with a representative group of stakeholders, the procedures for assessing and reporting the performance of each teacher preparation program in the State under this section. The representative group of stakeholders must include, at a minimum representatives of –
  - Leaders and faculty of traditional teacher preparation programs and alternative routes to State certification or licensure programs;
  - Students of teacher preparation programs;
  - LEA superintendents;
  - Small teacher preparation programs (i.e., programs that produce fewer than a program size threshold of 25 recent graduates in a given year or any lower threshold set by a State, as described in Section 612.4(b)(3)(i));
  - Local school boards;
  - Elementary through secondary school leaders and instructional staff;
  - Elementary through secondary school students and their parents;
  - IHEs that serve high proportions of low-income students, students of color, or English learners;
  - English learners, students with disabilities, and other underserved students;
  - Officials of the State's standards board or other appropriate standards body; and
  - At least one teacher preparation program provided through distance education.

STATE REPORT CARD (SRC)

SECTION 612.5

- **Required Indicators** – A State must assess, for each teacher preparation program within its jurisdiction (both traditional and alternative), indicators of academic content knowledge and teaching skills of novice teachers from that program including, at a minimum:
  1. **Employment Outcomes**
     - Placement Rate (overall* and high-need schools)
     - 1- 2- and 3-year Retention Rate (overall and high-need schools)
  2. **Student Learning Outcomes**
     - A. Student Growth
     - B. Teacher Evaluation Measure
     - C. Another State-determined measure that is relevant to calculating student learning outcomes, including academic performance, and that meaningfully differentiates among teachers
     - D. Any combination of A, B, or C
  3. **Surveys**
     - Teacher
     - Employer
  4. **Program Characteristics**
     - Specialized accreditation; or
     - State assurance that program produces teacher candidates –
       - With content and pedagogical knowledge;
       - With quality clinical preparation; and
       - Who have met rigorous teacher candidate exit qualifications.

DISTANCE EDUCATION

SECTION 612.5

- Teacher preparation program provided through distance education – A teacher preparation program at which at least 50 percent of the program's required coursework is offered through distance education.
- Any State that certifies 25 or more individuals from a teacher preparation program provided through distance education in a given year, will report on that program for that year.
- Overall and high-need schools placement rate will be a slightly different calculation (the denominator will be total certified in the State, instead of total recent graduates).
- A teacher preparation program provided through distance education may be placed in multiple performance categories for various States which report on them.

STATE REPORT CARD (SRC)

SECTION 612.5

- **Indicator Determination Flexibility** – In addition to the indicators required, States may choose to add any additional indicators determined, with consultation, to be necessary.
- **Weighting Flexibility** – States may determine, with consultation, how to weight each indicator included in the system design.
- **Alternative Route Flexibility** –
  - *States are not required to report on the overall placement rate for Alternative Route Programs (although they may, and are still required to report on placement in high-need schools).
  - Further, States may weight the employment outcomes for alternative route programs differently, provided differences are transparent and result in equivalent levels of accountability.
- **Distance Flexibility** – States may weight the placement rate for programs provided through distance differently, provided differences are transparent and result in equivalent levels of accountability.
- **Individual Exclusions** – A State may exclude reporting on individuals that have:
  - Taken teaching positions in another State
  - Taken teaching positions in a private school
  - Joined the military
  - Enrolled in graduate school

STATE REPORT CARD (SRC)

SECTION 612.6

- **Technical Assistance** – At a minimum, a State must provide technical assistance to low-performing teacher preparation programs in the State to help them improve their performance in accordance with section 207(a) of the HEA. Technical assistance may include, but is not limited to:
  - providing programs with information on the specific indicators used to determine the program's rating (e.g., specific areas of weakness in student learning, job placement and retention, and novice teacher and employer satisfaction);
  - assisting programs to address the rigor of their exit criteria;
  - helping programs identify specific areas of curriculum or clinical experiences that correlate with gaps in graduates' preparation;
  - helping identify potential research and other resources to assist program improvement (e.g., evidence of other successful interventions, other university faculty, other teacher preparation programs, nonprofits with expertise in educator preparation and teacher effectiveness improvement, accrediting organizations, or higher education associations); and
  - and sharing best practices from exemplary programs.

TEACH GRANT ELIGIBILITY

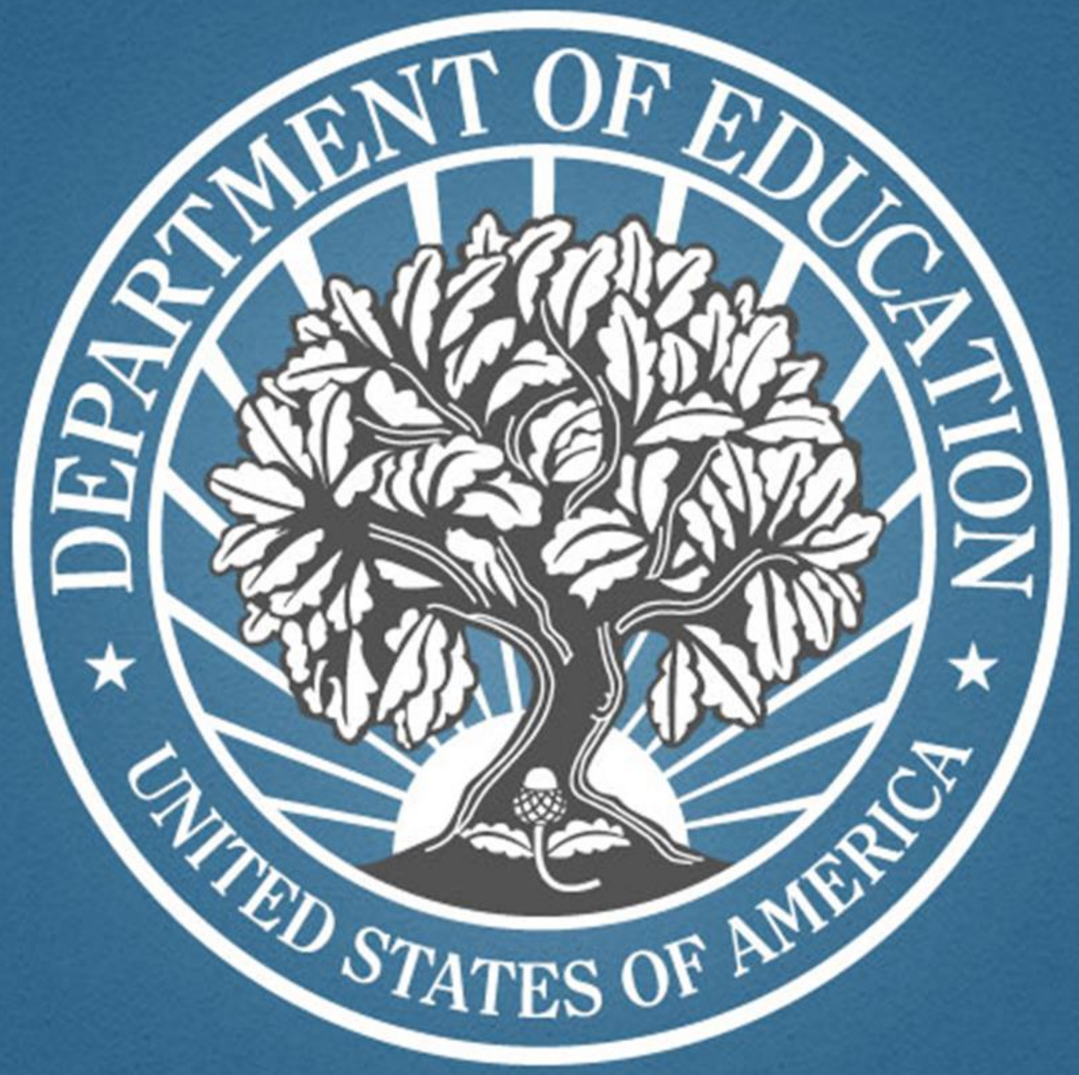
SECTION 686.2-3

- Any program that is deemed low-performing or at-risk for two out of three years will be ineligible for TEACH grants.
  - In the case that a teacher preparation program provided through distance is rated poorly two out of three years by the *same*, *single* State, it will be ineligible for TEACH grants.
- How will this impact teacher candidates?
  - No teacher candidate will ever "lose" a TEACH grant.
  - Teacher candidates will be incentivized to attend teacher preparation programs that are deemed effective by the State.

IMPLEMENTATION

TIMELINE AND NEXT STEPS

- Implementation Timeline
  - 2016-2017: System Analysis and Development
  - 2017-2018: Optional Pilot Year
  - 2018-2019: Year 1 of Implementation
  - 2019-2020: Year 2 of Implementation
  - (*2021-2022: First year a program may lose TEACH eligibility*)
- Initial Considerations
  - Existing Data Systems and Interoperability
  - Consultation
- Questions and Follow Up
  - Contact OSS Program Officer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