





**TO:** The Higher Education Committee

**FROM:** John L. D'Agati 

**SUBJECT:** Change to Federal Regulations Regarding Teacher Preparation Programs

**DATE:** February 2, 2015

**AUTHORIZATION(S):** 

### SUMMARY

#### Item for Discussion

The Department will review new regulations proposed by the federal government regarding teacher preparation programs.

The U.S. Department of Education (USDE) has proposed new teacher preparation accountability regulations under Title II of the Higher Education Act (HEA).<sup>1</sup> These regulations would require institutions of higher education (IHEs) with teacher preparation programs to report data on their website using a revised Institutional Report Card (IRC) format. The proposed regulations would require states to post a more detailed State Report Card (SRC) on the performance of teacher preparation programs, as well as potential corrective actions for low-performing or at-risk programs.

These proposed regulations would also require states to establish specific indicators that would be used to assess and report on the quality of teacher preparation programs under the Title II reporting system. The indicators would be used to help identify and differentiate the quality of each teacher preparation program and help them to improve if necessary. The collection of data shifts to include outcome measures that, combined with what is currently reported, will result in the development and distribution of a more complete and accurate measure of teacher preparation program quality.

Specifically states would be required to:

- determine specific indicators to measure teacher education preparation programs.

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<sup>1</sup> United States of America. USDE. *Federal Register 34 CFR, Parts 612 and 686 Teacher Preparation Issues; Proposed Rules*. Washington, DC: GPO, 2014. Web. <http://ifap.ed.gov/fregisters/attachments/FR120314.pdf>.

- convene a stakeholder group to determine the quality indicators for evaluating teacher education program performance; weight the indicators for reporting purposes; establish rewards or consequences to IHEs as a result of determined designation; and develop a process that allows IHEs to challenge the accuracy of their performance data and classification.
- revise data portal(s) to include development of a system to track program completers that are employed as new teachers for three years after program completion. The system must link student learning outcomes of new teachers to preparation program performance. States must also develop, administer and analyze candidate and employer surveys, and track new teacher employment and retention data in state public schools, differentiating data for employment in high need schools.
- ensure reporting reflects differentiated teacher preparation program performance levels.
- provide technical assistance to teacher preparation programs identified as low performing.
- design and revise the State Report Card to reflect the new performance rating of each teacher preparation program, and the methods and criteria used to determine teacher preparation program performance.

The following is a timeline provided by USDE for the implementation of the new regulatory requirements.

<b>TIMELINE</b>	
FY 2015-2016	States convene the prescribed group of stakeholders to establish criteria and framework of their performance rating systems.  States are expected to design and develop reporting systems that will provide the data required by the new rules.
FY 2016-2017	States are expected to gather their first year of data.
April 2017	IHEs submit final Institutional Report Cards (IRC) under the old system, covering academic year 2015- 2016.
October 2017	IHEs submit initial IRCs under the new system, covering academic year 2016- 2017.
April 2018	States submit final State Report Card (SRC) under the old system (covering academic year 2015- 2016) and the first SRC under the new system (covering academic year 2016- 2017). The new SRCs may meet the new reporting requirements on a pilot basis.
April 2019	SRCs must meet the new reporting requirements (must group teacher preparation programs into the four categories). Consequences for non-compliance will be enforced.
2020-2021	Programs not rated as effective or exceptional are ineligible for TEACH Grants and potentially other Title IV funding.