

Professional Standards Board Self-Report 2024 Full Review Cycle

152nd General Assembly



*Respectfully submitted to the
Joint Legislative Oversight and Sunset Committee
May 2023*

Table of Contents

ABOUT JLOSC AND THE REVIEW PROCESS	3
ABOUT THIS SELF-REPORT	3
JLOSC PERFORMANCE REVIEW QUESTIONNAIRE	4
SECTION 1: ENTITY HISTORY, PURPOSE, AND FUNCTIONS	4
SECTION 2: MISSION, GOALS, OBJECTIVES, & AUTHORITY	14
SECTION 3: ACCOMPLISHMENTS.....	18
SECTION 4: CHALLENGES	20
SECTION 5: OPPORTUNITIES FOR IMPROVEMENT	21
SECTION 6: COMPOSITION AND STAFFING	24
SECTION 7: FREEDOM OF INFORMATION ACT COMPLIANCE	34
SECTION 8: ADMINISTRATIVE PROCEDURES ACT COMPLIANCE.....	35
SECTION 9: COMPLAINT AND DISCIPLINARY PROCESS	38
SECTION 10: PRIOR JLOSC REVIEW.....	40
SECTION 11: PUBLIC INFORMATION	40
SECTION 12: ENACTED LEGISLATION IMPACTING THE ENTITY	42
SECTION 13: PENDING & PROPOSED LEGISLATION	44
SECTION 14: FISCAL INFORMATION.....	44
SECTION 15: LICENSING PROCESS	47
SECTION 16: RECONSIDERATION, APPEAL, SANCTIONS, REVOCATION.....	51
SECTION 17: SELF-REPORT AUTHOR(S)	52
APPENDICES	54
APPENDIX A <i>Professional Standards Council Position Paper</i>	55
APPENDIX B <i>List of Certificates and Associated Exams</i>	60
APPENDIX C <i>Memorandum of Understanding between DOE and PSB</i>	62
APPENDIX D <i>PSB Regulations Review Process</i>	65
APPENDIX E <i>DDOE Weekly Principal’s Memo Sample</i>	67
APPENDIX F <i>Licensure and Certification HR Newsletter Sample</i>	76

ABOUT JLOSC AND THE REVIEW PROCESS

The Joint Legislative Oversight and Sunset Committee (“JLOSC” or “Joint Committee”) is a bipartisan body comprised of 5 members of the Senate appointed by the President Pro Tempore and 5 members of the House of Representatives appointed by the Speaker of the House.

JLOSC completes periodic reviews of state supported entities such as agencies, commissions, and boards following statutory criteria under [29 Del. Code, Chapter 102](#). The review’s purpose is to determine the public need for the entity and whether the entity is effectively performing to meet the need. The goal of the review is to provide strength and support to entities that are providing a state-recognized need.

JLOSC performs its duties with support provided by the Division of Research’s dedicated and nonpartisan staff. JLOSC staff completes a performance evaluation of the entity under review and submits a Staff Report to JLOSC which includes analysis, key findings, and recommendations. Recommendations are not finalized until reviewed, discussed, and adopted by JLOSC with an affirmative vote of 7 members. Beginning in February 2024, JLOSC staff will schedule a presentation meeting for each entity under review to present to JLOSC. For additional review information, please visit the Committee’s website at <https://legis.delaware.gov/Committee/Sunset>.

ABOUT THIS SELF-REPORT

The JLOSC statute requires the entity under review to supply information and materials to facilitate a legislative oversight and sunset review. Additionally, the entity under review has the burden of showing, through the statutory review criteria, that there is a genuine public need and that the entity is meeting that need.

JLOSC staff supplies each entity under review with a Self-Report template and instructions. All questions appearing in this Self-Report are from the JLOSC staff created *JLOSC Performance Review Questionnaire* (“questionnaire”) and are similar for each entity under review. All questions appearing in the questionnaire use statutory review criteria. Throughout the questionnaire, the use of the broad term “entity” refers to the entity under review, which may be a board, committee, commission, or council. The entity under review supplies review information by submitting all requested review documents and completing this Self-Report. The entity under review is responsible for the contents of the Self-Report and for forwarding all updates, corrections, and requested documents to JLOSC staff in a timely manner during the entire review period.

JLOSC staff will not edit or modify the information received in this Self-Report and only checks for completeness and adherence to instructions. JLOSC members will receive completed Self-Reports and updates directly from their staff. The Committee’s website will include electronic copies of all Self-Reports and any updates received from entities under review. JLOSC analysts are the point of contact throughout all reviews. All questions and comments regarding JLOSC, and reviews should be submitted to Sunset@Delaware.gov.

JLOSC PERFORMANCE REVIEW QUESTIONNAIRE

SECTION 1: ENTITY HISTORY, PURPOSE, AND FUNCTIONS

Section 1-A. Please provide a summary of the entity's history. Highlight any key events.

The Standards Board was established in 2000 by the 140th General Assembly through SB260, which is known as the Professional Development and Educator Accountability Act of 2000. The purpose of the Act was to “establish a system of professional development, professional standards, licensure, certification, and evaluation that serves to continually improve the quality of instruction for Delaware’s children so that they are equipped to work and succeed in an ever-changing and increasingly complex global economy”. The Standards Board was created to develop the system of licensure and certification and to ensure that its purposes are achieved. To that end, the Standards Board was to work with the Delaware Department of Education (“Department”) and the State Board of Education to achieve full implementation of Title 14, Chapter 12 of the Delaware Code.

The Standards Board was not created as an entirely new body in 2000. It replaced a similar body, the Professional Standards Council, which had been established in 1991 by the State Board of Education. At that time, the State Board of Education was the ultimate educational authority in Delaware, with the power to appoint the Superintendent of Public Instruction, who oversaw the Department of Public Instruction. The Professional Standards Council had 21 members and worked in an advisory capacity to the State Board. In addition to teachers, administrators, higher education employees, parents, and school board members, the Council also included representatives from the Governor’s office, the Department of Public Instruction, the Legislature, and the business community.

It was proposed to the State Board of Education by the Department of Public Instruction to assist both bodies as they navigated large changes in the education landscape. Indeed, the 1990s were full of changes regarding teacher qualifications and accountability that eventually led to Federal action under the No Child Left Behind Act. The Department of Public Instruction, in its 1991 position paper establishing the council, mentioned that educator certification requirements in general had not been updated since the mid-1970s, and that there needed to be a review panel that could assess recommendations to get the licensure and certification system up to date and keep it responsive to the needs of the field (Appendix A). The Standards Board was created after the State Board of Education’s authority had been transferred to the Department, which had been created as an Executive Branch agency in 1997.

Based on evidence and the Council’s work, the Department and Governor Carper wanted to continue the work of the Council, but give it actual rulemaking authority, as well as the power to hold hearings and make decisions regarding educator discipline. It was also in the 1990s that

several educator standards boards were created around the nation and according to Jacqueline Wilson, original Standards Board member (personal communication, March 27, 2023), it was an idea whose time had come. A press release at the time stated that data from other professional licensing boards in the State and similar boards for educators in other states show that professionals of high caliber make excellent decisions about their profession, and that self-governance is, in fact, the mark of a profession.

The Act also explicitly allowed for a full-time staff member who could assist and act as a liaison between the Standards Board and the Department and specified that the Standards Board would work with the Department to develop rules and regulations.

The Act also did several other things. It introduced a new licensing system, a new evaluation system that included administrators and specialists, a new mentoring system, and a new professional development system.

In order to fulfill that charge, the Standards Board was given authority over rules and regulations relating to educators' professional development, licensure requirements, certification requirements, teacher preparation, recruitment, and retention, the Delaware Performance Appraisal System, and evaluator and paraprofessional qualifications and training. It was established with 15 members and four statutorily created committees:

- Teacher preparation, recruitment, and retention (TPRR)
- Licensure and Certification Criteria (LCC)
- Professional Development and Associated Compensation (PDAC),
- The Delaware Performance Appraisal System II (DPAS II).

The committees were to work on implementation of the new programs and seek the approval of the Standards Board. Ultimately, all regulations were subject to approval by the State Board of Education. It can be assumed that the Council had similar standing committees, as there are references in the first Standards Board minutes to allow those who had been serving on the four committees to continue to serve as they had been.

The Teacher Preparation, Recruitment and Retention (TPRR) Committee was given the task of creating regulations regarding the approval of educator preparation programs and programs that would qualify for a graduate salary increment. It was also tasked with looking at staffing solutions for high-needs areas and reciprocity issues.

The Licensure and Certification Criteria (LCC) Committee was tasked with implementing the new dual licensure and certification system contained in the legislation. At the time there was only a singular certificate issued to teachers, but the authors of the bill envisioned a new, dual system: a license to teach and a certificate that denoted education, knowledge, and skills in a particular area. An educator would be able to hold only one license at a time but could hold multiple certificates. The LCC Committee was also given the authority to implement the new mentoring system enacted by the legislation.

The Professional Development and Associated Compensation (PDAC) Committee was given the authority over professional development, both in terms of license renewals and, in a forward-thinking step to drive educators toward high quality professional learning, by providing a system

of compensation for completing high quality professional learning programs (14 *Del. C.* §1305(k)). The idea had come from the final report of the Education Salary Schedule Improvement Committee, which was established in 1998 by Governor Carper. That report formed the “Skills and Knowledge Implementation Subcommittee”, which became the PDAC Committee in 2000 under SB260.

The Delaware Performance Appraisal II (DPAS II) Committee was to design the new annual appraisal system which was to contain no more than five components, one of which had to focus exclusively on measuring student improvement. The student improvement component was to be weighted at least as high as any other component. In addition, the evaluation system needed to identify what constituted satisfactory and unsatisfactory performance and include a definition of a pattern of ineffective teaching.

According to a review of meeting minutes from the first years of the Standards Board, each committee met regularly during this time. The LCC Committee first set out to define the difference between a license and a certificate and created requirements for progression on a license from initial to continuing, and requirements for an optional advanced license. It reviewed the current certificates, and produced recommendations for redefinition, addition, and the deletion of unnecessary standard certificates. It then developed regulations to implement the new dual licensure and certification system and moved them into a single series.

The PDAC Committee worked in its first year to establish the parameters of new professional development programs for compensation. The programs were named “Clusters”, and could be taken to gain a 2%, 4% or 6% salary supplement. Clusters were defined as a focused group of professional development experiences that led to new knowledge and skills. The first Clusters were approved in 2003, after the Committee had developed and approved a new regulation implementing the system, and defined criteria and an application process. Clusters varied; some were content based, such as one named *Sixth Grade Science*, and others were generally focused on teaching and learning, such as one named *Assessment for Learning*. There were several focused on leadership.

The TPRR Committee studied shortage areas and worked with the University of Delaware to create a shortage survey. It also advocated for a forward funded unit count which would allow for earlier hiring, because the late hiring in Delaware can cause districts to lose out on new graduates and other high-quality applicants. It began work on a regulation for educator preparation program approval.

The DPAS II Committee worked in its first year to determine how the new evaluation system would be structured. It chose Charlotte Danielson’s Framework for Teaching on which to base the new system. It was seen to be flexible enough to apply to all classrooms, and at least three of the domains within the framework were also applicable to specialists.

However, two of the committees were more successful than the others. According to Charlie Michels, original Chair, and former Executive Director of the Standards Board (personal communication, March 21, 2023), the development of the DPAS II evaluation system became mired in controversy between the Standards Board and the State Board of Education. The State

Board wanted stricter accountability measures that were opposed by the DPAS II Committee, and the Standards Board was caught in between the two groups.

The TPRR Committee had difficulty getting off the ground, and although it made a few recommendations, such as the forward funding of the unit count, and a consortium to hire in high needs areas, there is no evidence of regulation development or approval in the committee minutes. There is also no evidence of any forward movement regarding committee priorities.

According to the Act which established the Standards Board, the Standards Board was scheduled to sunset on March 30, 2003 unless affirmatively re-established by law on or before that date. The Standards Board was re-established on April 1, 2003 by HB88 of the 142nd General Assembly. The same bill also returned the regulatory authority over teacher evaluation and teacher preparation, recruitment, and retention to the Department, removed the DPAS II and TPRR Committees from statute, and created the DPAS II Advisory Committee in its place. Therefore, the bill allowed the board to be removed from the controversy that the implementation of the DPAS II system had created.

In reality, the workload of all four committees represented more than a board of volunteers could handle, and the reduction of responsibilities allowed the Standards Board to move forward more efficiently. It can be noted that the Department currently employs a team of four full-time Education Associates for this work, and boards in other states which have a scope of work similar to the original Standards Board have a much larger professional staff leading work in those areas.

HB88 also made other changes to the Standards Board. It added one administrator position to create a 16-member board. It reduced the compensation of the Standards Board members from \$150 to \$50 per meeting, with a cap of \$600 annually.

HB88 also included a provision to sunset the Standards Board on March 31, 2005. On March 30, 2005, HB94 of the 143rd General Assembly was signed which pushed the sunset date to June 30, 2006. On May 15, 2006, SB263 was signed by the Governor and the sunset provision was eliminated entirely. Since that time, the work of the Standards Board in promulgating licensure and certification regulations for teachers, specialists and administrators has continued unabated. The DPAS II Advisory Committee remains an active committee that makes recommendations to the Department regarding teacher evaluations.

The work of the PDAC and LCC Committees continued. By 2007, the PDAC Committee had approved 109 "Clusters" for a knowledge and skills stipend, although not all were operating at that time. As these stipends were subject to annual appropriations, the salary supplements were unfortunately discontinued in 2008 due to the financial crisis at the time. Stipends for national certifications, which were also under the authority of the PDAC Committee, were also discontinued at the same time. However, stipends for national certifications were reinstated in Fiscal Year 2020. To date, there has been no further appropriation for knowledge and skill salary supplements as denoted in 14 *Del. C.* §1305(k).

There have been a few more recent notable changes made by the Standards Board that have impacted the Delaware education workforce. In 2013, the Standards Board approved a regulation that increased the amount of teaching experience required for an administrator

certificate from three years to five years and ended the ability to gain administrator certification through a “6-pack” of courses. This change was driven by the Department and phased in over 18 months. The Department then established two Alternative Route to Certification (ARTC) principal preparation programs instead of the “6-pack” course requirement. In 2020, the Standards Board broadened the definition of experience from only teaching, to experience as an educator, allowing for specialists to gain administrator certification.

In 2015, the Standards Board revised the basic K-12 special education regulation 14 Del. Admin. C. § 1571 to require teachers to also hold content-area certification, meaning that those teachers must prove content-area expertise in addition to expertise in special education. The new regulation also began to require additional coursework to obtain a special education standard certificate. Previously, only a Praxis exam had been required. This change was in response to SB51 of the 147th General Assembly, which amended the requirements for a standard certificate in 14 Del. C. §1220 and was signed into law on June 12, 2013.

SB51 also enacted a performance assessment requirement for new teachers, a change which precipitated many others. During the following session the General Assembly created a provisional license for those who had not yet passed a performance assessment and lengthened the initial license from three years to four years. Because of these new requirements, the Standards Board, along with the Department, revised the mentoring program (14 Del. Admin. C. § 1503) to be a four-year program and increased the time with a mentor from one year to two years. Both the provisional license and the performance assessment requirement have since been repealed, but the increased mentoring requirements have remained in place during the period of the four-year initial license.

In January 2018, the 149th General Assembly passed HB286 w/ HA1 because the federal Every Student Succeeds Act amended the Individuals with Disabilities Education Act by mandating that special education teachers may not be working under emergency credentials, but allowed for a temporary credential for those seeking licensure through an ARTC program. HB286 added a Certificate of Eligibility to 14 Del. C. § 1221, conforming to the federal provisions. The Standards Board created a new regulation 14 Del. Admin. C. § 1504 Certificate of Eligibility which describes the necessary qualifications for that certification.

Section 1-B. What are the main functions of this entity? Does this entity issue any advisory or policy opinions? If so, where can they be found?

The Standards Board currently has two main functions, promulgating regulations and conducting hearings. 14 Del. C. §1205(b) gives the Standards Board the authority over rules and regulations relating to educators’ professional development, licensure requirements, certification requirements, and paraprofessional qualifications and training. Regulations are on a schedule to be reviewed every four years. As of May 2023, there are 61 regulations. Some have recently been repealed and more are in the process of development. All of the regulations under the authority of the Standards Board may be found at the following website:

<https://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>

Licensure and certification regulations are first vetted by the LCC Committee, and then forwarded to the Standards Board when a final draft is complete. Regulations regarding professional development and salary stipends are vetted by the PDAC Committee, prior to being acted upon by the Standards Board.

In addition, as part of the development of those regulations, the Standards Board approves minimum scores for certification exams, which are included in each regulation. Not all teacher, specialist, and administrator certificates require exams. Some certificates have multiple exam options, and some certificates, such as the Elementary Teacher Standard Certificate, have multiple exams (Appendix B). In addition, the Skilled and Technical Sciences Teacher Standard Certificate certifies most career and technical education teachers. Many of these teachers need to pass specific exams in their career area. However, the Standards Board has no jurisdiction over these career-related exams.

The majority of certification exams are developed by the Educational Testing Service (ETS) and are part of its Praxis program. ETS develops exams with the involvement of those in the field. Recommended passing scores are set using panels of educators from participating states, following a process called the Angoff method. Delaware generally participates in this process by nominating educators and education professors to serve on these panels. Once the multi-state panel has made its recommendations, the Standards Board convenes a group of in-state experts which reviews the exam, confirms that it is appropriate for use in Delaware for certifying educators in that particular area, and finalizes a passing score that is recommended to the Standards Board. See Section 15 for further details regarding licensure tests.

In addition, the Standards Board holds hearings upon request and issues decisions regarding denials of licensure and certification applications and limitations, suspensions, and revocations of licenses (14 *Del. C.* §§1217 (b) and (c) and 14 *Del. C.* §§ 1218 (c)(3) and (k)). The Department receives and investigates reports of educator misconduct, and then, if found to be appropriate, moves to propose discipline. An educator whose license, certificate, or permit is subject to proposed discipline may request a hearing before the Standards Board. Likewise, the Department may propose to deny an application for a license, certificate or permit, and the educator may also request a hearing in that case. See Section 9 for further details.

The Standards Board does not issue any advisory or policy opinions. Current statute does not give the Standards Board the authority to do so outside of what is stated in 14 *Del. C.* § 1205(b).

Section 1-C. What condition(s), situation(s), and/or problem(s) existed prior to the creation of this entity that directly led to its creation? Please provide specific examples.

The Standards Board was created in order to give those entrusted with the achievement of Delaware's students a voice in the development of policies that affect their profession 14 *Del. C.* § 1205(a). The 1990s began an era of change in education that continues to this day. The 1990s saw the introduction of licensure and certification exams. The Federal No Child Left Behind Act of 2000 defined a "highly qualified teacher" and required schools to report the qualifications of their staff. It also introduced accountability testing of students. States also began plans for

centralized educator evaluation systems that considered student performance. These conditions made it necessary to create a group of stakeholders who could work together to respond to these changes.

In the position paper drafted by the Department of Public Instruction (Appendix A), creating the Professional Standards Council in 1991, it was noted that changes to educator certification requirements up to that point were infrequent, and largely driven by stakeholder groups and limited to individual certificates. Most had not been revised at all in the previous 15 years. The paper also stated that there was a need for a review panel that could assess recommendations from a variety of viewpoints and make appropriate recommendations to the State Board of Education that would enhance the entire system.

The 2000 Act that created the Standards Board also created a new dual licensure and certification system, a new mentoring system, a new professional development system, and a new evaluation system that would also include specialists and administrators. The Standards Board was given the authority to bring these into reality. It was thought that a dedicated group of interested stakeholders who represent the best in their field would be able to do so in a more thoughtful and consistent manner, while engaging those in the field more effectively. The Standards Board's enabling legislation and current code state in 14 *Del. C. § 1205(a)* "Recognizing that well-prepared, effective educators are critical to our students' success and that those entrusted with the achievement of our students should have a voice in the development of policies that affect their profession, there is hereby established the Professional Standards Board." The Standards Board in its composition and scope of work clearly reflects that statement.

By the year 2000, standards boards had been established in several states for this same purpose. Their structure varied, but the commonality in general is that they had authority over the licensing of educators in their respective states. Many, like the original charge of Delaware's Standards Board, had the additional authority of approving educator preparation programs and teacher evaluation systems. However, unlike Delaware, those in other states also had numerous professional staff.

Section 1-D. To what extent has the existence and functioning of this entity alleviated each of these condition(s), situation(s), and/or problem(s) described in question "1-C" above? Please provide specific examples.

The existence of the Standard Board has allowed Delaware to respond to changes in the field and has ensured that educator certification regulations are updated regularly and in a thoughtful manner. Regular renewal was a problem prior to the Standards Board's creation. The Standards Board has also allowed members of primary stakeholder groups (teachers, administrators, parents, school boards and higher education) to work together as allies and to promulgate regulations that promote a quality workforce.

There are several examples of this just in the last three years.

One can be seen in the renewal of the School Reading Specialist Regulation (14 Del. Admin. C. § 1581). The regulation was revised in 2020 with the help of Department and higher education specialists. However, public comment received upon initial publication revealed a rift between the Department and interest groups in the State. The interest groups were advocating for the inclusion of the International Dyslexia Association Knowledge and Practice Standards into the regulation. The Department was not in favor, but the Standards Board held a hearing, and voted to abandon the proposed changes due to the public comments received. Eventually those standards were included, and the revised regulation went into effect in 2022.

Another example is the recent revision of the World Language Teacher Regulation (14 Del. Admin. C. § 1565). In January of 2022, the Standards Board was contacted by the University of Delaware regarding the effect that the pandemic had on students who were in world language education programs. Because of the cancellation of all study abroad opportunities, students were having trouble passing their certification exams. In response, the Standards Board voted to temporarily lower the required score on oral and written proficiency exams from Advanced Low, to Intermediate High. It is scheduled to be reconsidered in the Spring of 2024. The Department was less responsive to the request, and if it had been solely up to them, the amendment would likely not have been adopted.

A third example can be seen in the sunseting of the Marketing Education Teacher Regulation (14 Del. Admin. C. § 1555), which was folded into the Business Education Regulation. The Standards Board noted, while deliberating on the proposed amendments to both regulations, that schools generally did not have more than one business teacher, and certainly did not have enough marketing education classes to support a dedicated teacher in that one area. The Standards Board asked for data and found that most business teachers did not have traditional certification as career and technical education teachers but were certified as Skilled and Technical Sciences (STS) Teachers (14 Del. Admin. C. § 1559). Those with STS certification could teach either business or marketing, as well as finance, the third pillar of business. It further found that the certification exam for the Business Education Standard Certificate included marketing, as well as finance. It also found that no teachers had pursued the Marketing Education Teacher Standard Certificate in the past five years. Therefore, the Standards Board made a determination to repeal that certificate, fold it into Business Education and rename that certificate, Business, Finance or Marketing Education Teacher. This was something that Department staff had never considered but to which it did not object.

Another way that the existence of the Standards Board helps to alleviate issues with licensure and certification is through the role of the Executive Director. Part of the Executive Director's role is to work as a liaison from the Standards Board to the Department of Education who shepherds new and amended regulations from conception through to implementation. Without the Executive Director's work in this area, it is unclear whether renewals would happen consistently. The Executive Director gathers stakeholders, starting with curriculum experts at the Department, to determine any necessary amendments. In addition, the Executive Director also conducts research and compiles background information and statistical reports where applicable to assist the Standards Board in the regulation amendment process. Lastly, when approving new exams and passing scores, the Executive Director oversees the process from recruitment of panelists to adoption and it is helpful to have a person with expertise in the process manage it from start to finish.

Section 1-E. Would the condition(s), situation(s), and/or problem(s) described in question “1-C” above recur or worsen, in the absence of the entity?

It is highly unlikely that licensure and certification regulations would remain up to date without the Standards Board. It is also unlikely that the regulations would remain responsive to workforce needs. The Standards Board has created a system of stakeholder engagement in developing and amending teacher licensure and certification regulations that could not be replicated in its absence. There is a distinct process of first engaging content experts within the Department and their various constituent groups, such as the math, science, or art coalitions. Engagement also happens with Local Education Agencies through Human Resources Directors, Curriculum Directors, and Special Education Directors, as appropriate. The regulations are then vetted with the Licensure and Certification team at the Department to ensure there are no inconsistencies with other regulations, and that the regulations can be implemented with fidelity. Regulations then move into the committee process, first going to the LCC Committee or to the PDAC Committee, who recommend regulations to the Standards Board for action. The committees are comprised of a wider array of individuals with various roles in education who can propose amendments.

Finally, regulations are proposed, amended, and repealed at the Standards Board level in accordance with the Administrative Procedures Act. All Standards Board regulations, other than procedural regulations, are subject to final approval by the State Board of Education. The Deputy Attorney General assigned to the Standards Board is involved throughout the process.

The process allows the Standards Board to tackle issues as they arise. Monthly meetings of the committees and the Standards Board keep the process moving so proposed amendments are not allowed to languish.

In the absence of the Standards Board, another entity, presumably the Department, would need to take on this work. Even if the Department created a position to take on the work of amending these regulations, the level of stakeholder engagement, stringent vetting process, and formal schedule could not be replicated, leading to less responsiveness to the needs of education stakeholders in the state. Delays in regulation processing and renewal would also likely occur.

Section 1-F. Are there any recent condition(s), situation(s), and/or problem(s) that further justify the need for the entity’s existence?

The number of licensure and certification, as well as related regulations under the authority of the Standards Board continues to justify its existence. There are currently 61 regulations under the authority of the Standards Board, 50 of which are license and certificate regulations. Three new regulations are currently under development. Regulations are on a schedule to be reviewed every four years. In addition, other situations arise necessitating regulation review outside of the regular schedule. These situations can be as varied as situations including but not limited to responding to new or amended legislation, licensure exam changes and renewals, or program changes. A dedicated entity to ensure that these regulations remain current and meet the needs of the educator workforce is necessary.

The Standards Board has created a stakeholder exam review process that is used whenever a new certification exam is adopted. The Executive Director works with the Department to recruit current educators as well as education professors from institutions of higher education in Delaware to review the exam. This process involves reviewing the technical report from the standard setting study conducted by the exam provider, reviewing a form of the test in its entirety, determining its applicability for the relevant certificate, and determining a minimum score for certification. It is helpful for an objective and neutral party to oversee this process.

As noted above, the current workload justifies the continued existence of the Standards Board. Currently, Delaware is in a teacher supply crisis. While Delaware has always been a net importer of teachers and has experienced a long-term trend of shortages of special education teachers, as well as secondary math, science, and world languages teachers, these shortages are now found in more areas overall. There are currently many efforts to attempt to alleviate this shortage, including efforts in recruitment, retention, and easing barriers. One barrier into the teaching profession is licensure and certification. The Standards Board takes its role seriously in finding ways to strategically remove barriers, while maintaining a quality teacher workforce and protecting the safety of children. Some of its recent efforts include changes that bring clarity to the emergency certification process, and a new regulation that allows for certification for those who miss the minimum score by a certain margin, if there is other evidence to demonstrate competence (14 Del. Admin. C. § 1519 Multiple Measures for Demonstrating Content Knowledge). This regulation was newly adopted on January 1st of 2023, and it remains to be seen if it would need to be amended in the future to continue to meet the educator workforce needs in the state.

The Standards Board also remains necessary as a body to conduct hearings. The ability for an educator under proposed denial of an application or discipline to have their case heard by a board of peers is an important step that gives weight and accountability to the license denial and disciplinary processes.

Recently, the Department has found that it has an unlicensed practice problem. According to the recently released Delaware report card, somewhere between 4% and 7% of educators are completely uncertified, which also means unlicensed. Some of this may be due to post-pandemic chaos and the dire teacher shortage, but some of it is because there are no certifications for the roles that some of these individuals perform in schools. The three new standard certificate regulations under development as well as one more under consideration are in direct response to that issue and the Standards Board can continue to play a role to help reduce those numbers.

Section 1-G. Are there any functions of this entity that are outdated and no longer needed? If so, please explain and provide examples.

There are no functions of the Standards Board that are outdated and no longer needed. However, the Standards Board's PDAC Committee remains underutilized, although it continues to meet to plan for the future. One of its functions is to approve professional development for additional skills and knowledge salary supplements according to 14 Del. C. § 1305(k). Knowledge and skill supplements through the "Cluster" system were discontinued in 2008 during the budget crisis that year. The committee remains hopeful that these salary supplements may be resumed

in the future. To that end, the PDAC Committee is working with the Department toward a system of “Distinctions” that may qualify an educator for a skills and knowledge salary supplement.

Distinctions would be similar to Clusters, with a few important differences. A Distinction will not simply be professional development but would be a type of “badge” to show that an educator has demonstrated skill and knowledge in a particular area. A hallmark of a Distinction is that it would involve a job-embedded demonstration of competency. A Distinction may or may not use Micro-credentials, which are a new competency-based digital vehicle used to demonstrate professional learning. In addition, districts and schools would not be able to create a Distinction only for their own teachers, but all offerings would need to be available statewide. They would also have to be aligned with state goals.

In 2022 the General Assembly created the Public Education Compensation Committee whose scope of work is currently found in 14 *Del. C.* § 1337. Subsection (a)(5) indicates that the General Assembly would like recommendations regarding additional compensation for the acquisition of skills that are relevant, and that those recommendations consider how these opportunities would be approved and administered. The PDAC Committee stands ready, in conjunction with the Department and the Standards Board, to be an approval body for such professional development programs, should the General Assembly resume funding for knowledge and skills salary supplements.

SECTION 2: MISSION, GOALS, OBJECTIVES, & AUTHORITY

Section 2-A. What is the mission of this entity? Does the enabling legislation accurately reflect the mission?

The mission of the Delaware Professional Standards Board is to assure competence and promote excellence among professional educators to meet the needs of the community of learners in the State. However, this is an unofficial statement as it is not reflected in the enabling legislation. The enabling legislation states “Recognizing that well-prepared, effective educators are critical to our students’ success and that those entrusted with the achievement of our students should have a voice in the development of policies that affect their profession, there is hereby established the Professional Standards Board.” This is an area for improvement, as it would be helpful if the enabling statute more accurately pointed to what the General Assembly would like the Standards Board’s mission to be.

Section 2-B. Please identify and explain the entity’s goals and objectives, in order of priority.

The Standards Board has several goals, including:

- to create the conditions that promote a quality workforce through licensure and certification requirements that are accessible, yet ensure that candidates are highly skilled and capable to educate children to their fullest potential,
- to promote high quality professional development for re-licensure,
- to involve stakeholders in the regulation amendment process,
- to collaborate with the Department,
- to keep regulations up to date, and
- to ensure a fair hearing for those subject to license denial and disciplinary actions.

Section 2-C. Please describe the internal performance evaluation system that the entity uses to measure the attainment of its goals and objectives.

The Standards Board does not have a formal performance evaluation system. However, it does provide quarterly reports to the General Assembly, the State Board of Education, and the Secretary of Education. In addition, the Executive Director provides a report at each Standards Board meeting regarding the regulation process and activities during the preceding month. These provide accountability, and a check for completion of goals.

However, this is an area for improvement. If allowed by statute, creating strategic goals and plans would be helpful to allow the Standards Board to measure performance against its goals.

Section 2-D. Does the entity collect any data sets? If so, please identify and explain.

The Standards Board does not regularly collect data sets. However, the Standards Board utilizes data sets provided by the Department of Education when such data may provide insight into proposed regulation development and amendments.

Section 2-E. Does the entity conduct any research? If so, please explain and provide the location of research reports (if produced).

The Standards Board does not conduct research or produce reports other than as is needed to create and amend regulations. If requested by the Board, the Executive Director does work with the Department to produce data regarding the Delaware educator workforce or licensure and certification requirements. In addition, research comes in the form of stakeholder input, educator workgroups, and public comment.

Standards Board members are not allowed to conduct individual research on topics that come before the Board. Members must approve proposed and amended regulations based on the record that is presented to them during their public meetings.

Section 2-F. Has the State Auditor or any other external organization recently audited or evaluated the entity or any of its programs? Please identify some of the major conclusions and/or recommendations. Provide links to all reports.

The Standards Board has been audited each year through the Department as its finances are administered by the Department. It has not been subject to any recommendations as a result of any audits.

<https://accounting.delaware.gov/reports-transparency/>

Section 2-G. In general, how do other states carry out similar functions?

While each state has some sort of education authority, how each state authority fulfills its mission is different. Thirty-three states have some type of professional standards board. Seventeen states plus the District of Columbia do not. There are, in general, three types of boards: independent (14), semi-independent (7), and advisory (14). The scope of responsibility of standards boards are also found to vary even within each type. According to a 2023 report (under development), by the National Association of State Directors of Teacher Education and Certification (NASDTEC), only one state, Indiana, has sunset its standards board.

Independent boards are completely independent of the state's board or department of education. Semi-independent standards boards share responsibility with the state's department of education. Advisory standards boards make recommendations but do not have any regulatory responsibility. Delaware falls into the semi-independent category. Although it does not issue licenses, collect fees, or have oversight over educator preparation, it is free to act independently of the Department regarding licensure and certification and license denial or disciplinary actions. Having more responsibilities would require multiple staff members. Currently there are at least twelve full time and three casual/seasonal staff members, as well as several contractors at the Delaware Department of Education who perform the functions that other states' standards boards perform. Delaware's Standards Board also does not investigate or impose discipline but does act in a quasi-judicial role if an educator requests a hearing regarding discipline proposed by the Secretary of Education.

A breakdown of the authority of the different types of boards is below. Those that characterize Delaware's Professional Standards Board are underlined.

Independent Standards Boards generally:

- have been created by state statute;
- are accountable directly to the governor and state legislature;
- have a majority of its members appointed by the governor with substantial representation from members of the licensed profession;
- have authority to set standards for licensure issuance and renewal;
- have authority to collect fees for licensure;
- have authority to monitor ethics and practice by issuing discipline against a license including but not limited to: revocation, suspension, reprimand, probation and/or fines;
- have authority to set standards for and approve educator licensure preparation programs;
- have authority to hire staff; and
- have oversight of its agency budget.

Semi-Independent Professional Educator Standards Boards are partially autonomous and generally:

- have been created by state statute;
- are accountable, in whole or in part, directly to the governor, state legislature, chief state school officer, or state board of education;
- have a majority of its members appointed by the governor with substantial representation from members of the licensed profession;
- may or may not have the independent statutory authority to:

- set standards for licensure;
- issue or renew licenses;
- collect fees for licensure;
- monitor ethics or issue discipline against a license; and
- set standards for or approve educator preparation programs;
- have independent statutory authority to hire staff; and
- have limited budget oversight.

Advisory Professional Educator Standards Boards are boards that are not autonomous and generally:

- have been created by statute, state boards of education, chief state school officers or by another state agency;
- are accountable to the agency or authority under which it is created;
- have members appointed by authorities other than the governor;
- have an advisory role to the board, agency or appointing authority to which it is responsible;
- have no staff hiring authority; and
- have no budget oversight.

Section 2-H. Are the entity’s functions similar or overlapping of other state or federal entities? If so, discuss how the entity coordinates its services with other state or federal bodies sharing similar objectives. Please explain why the functions are best placed within this entity or why they should be placed elsewhere.

The functions of the Standards Board are intertwined with the work of the Department, but do not overlap. Its purpose is different, and it can act independently of the Department.

The Standards Board works closely with the Department, particularly what used to be known as the Educator Support Team, but is now a combination of the Educator Excellence, Licensure and Certification, and Investigations workgroups. The work of the Standards Board intersects with almost every member of those workgroups. For example, Standards Board regulations outline educator licensure and certification requirements, mentoring requirements, requirements to move from an initial license to a continuing license, as well as the type of misconduct that is subject to sanctions by the Department. The Licensure and Certification workgroup implements the system of licensure and certification. The Educator Excellence workgroup oversees educator mentoring in district and charter schools as well as educator recruitment, retention, and preparation. The investigations team uses Standards Board regulations to determine misconduct and issue sanctions. If an educator requests a hearing, or if an urgent situation requires a temporary suspension pending a hearing, that hearing will be before the Standards Board.

The Standards Board also works closely with the content area specialists in the Curriculum, Instruction and Professional Development workgroup when revising content area standard certificates, as well as the Offices of Exceptional Children and Early Learning when revising special education and early education regulations. The Executive Director acts as a functional liaison from the Standards Board to each of these groups.

The Standards Board also uses data and other input from all of the groups named above to create a record upon which to make decisions when proposing new or amended regulations.

The functions of the Standards Board belong as an independent adjunct to the Department, and do not belong in another state agency. The Standards Board also brings accountability to the Department. It allows current practitioners the chance to review and approve or reject plans by the Department concerning their profession. In addition, the board process itself also allows multiple levels of stakeholder review, which would be impossible to replicate absent a board.

Moreover, it would be difficult to maintain a consistent pace of review, even if there were a person at the Department who directly replicated the work of the Executive Director. The Standards Board process demands constant progress and does not allow regulations to languish.

SECTION 3: ACCOMPLISHMENTS

Section 3-A. List and briefly explain the entity's most significant accomplishments.

The Standards Board has had many accomplishments over the years, which have partially been documented in previous sections. However, more will be introduced herein and further details provided about others previously mentioned.

The first major accomplishment was in creating and implementing the licensure, certification and mentoring systems outlined in the Standards Board's enabling statute. The statute only outlined the broad strokes of the new system, but the Standards Board needed to define the dual licensure and certification system, determine the scope of mentoring requirements, as well as how an educator could progress from an initial to a continuing license and how one could renew that continuing license. The action of the Standards Board was what made the new system possible.

A second accomplishment was creating consistency in the regulations. A consistent format is important as it increases readability for those that use the regulations to enforce standards. Consumers of Standards Board regulations include hiring authorities, higher education, and Department staff who determine if an individual or an educator preparation program meets licensing and certification standards. In the early 2000s all regulations needed to be renumbered to be in the same series. Around 2007 regulations went through additional re-numbering so that there was numerical order and that similar regulations were grouped near each other. For example, middle school regulations are in the 1530s, secondary core regulations are the 1540s, non-core regulations are in the 1550-1560s, special education 1570s, specialists are 1580s, and administrators are 1590s. Second, all regulations were put into a consistent format.

The Standards Board decided to change that format in 2018 to make the regulations even clearer. The Standards Board began to incorporate all requirements for a standard certificate and specific requirements for each content area into each regulation, eliminating the need to consult multiple regulations to determine certification requirements. It allowed for the elimination of the Standard Certificate regulation which contained basic requirements (14 Del. Admin. C. § 1505). The 2018 project was recently completed.

Another major accomplishment was the development of professional development “Clusters” which could be taken for a knowledge and skills salary supplement. The Professional Development and Educator Accountability Act of 2000 was written with the revolutionary idea of salary supplements for teachers who participated in high quality professional development. The goals of the program were two-fold, to increase compensation of educators, and to improve the quality of the workforce while doing so. Prior to the Standards Board being formed, there was a professional development committee that made recommendations, but the newly formed PDAC Committee was empowered, through the Standards Board, to take those previous recommendations and make salary supplements a reality.

The committee had, and still has, authority over extra responsibility and national certification stipends as well, but those both are straightforward. It needed to take on knowledge and skill supplements from scratch. The PDAC Committee came up with the word “Cluster” for a program of professional development that would lead to a supplement. It then took on defining what a “Cluster” is and created the regulation to enact salary supplements. They also defined the level of rigor by defining the standards a cluster would need to align to, the number of hours as well as types of required work products. Clusters were paid at the level of 2%, 4% or 6% of the state share of an individual’s salary, depending on the length and the rigor of the Cluster. Salary supplements usually lasted for 5 years. The PDAC Committee then created approval criteria, and from that an application form.

The first Cluster was approved in 2003, and they grew in number from that point forward. Educators, based on evaluations, found these to be relevant, engaging, and valuable. By November of 2007, 109 individual Clusters had been approved, and over 8,000 had been taken (this does not mean 8,000 individuals, as a person might have taken multiple Clusters). Additionally, because it was not built into the model, it was impossible to positively prove a correlation between Cluster completion and student improvement. The cost and the lack of hard data on effectiveness made Clusters, which were subject to an annual appropriation, a target for cuts during the financial crisis in 2008. A moratorium was placed on any new Clusters. The last salary supplements were paid out by September 30, 2013. Clusters were, however, a targeted way to increase compensation for those educators interested in engaging in improvement, and the idea remains valid.

A recent accomplishment has been the development of the plan for Multiple Measures for Demonstrating Content Knowledge (14 Del. Admin. C. § 1519). The regulation was finalized on January 1, 2023, but the idea began in the Spring of 2021. Several groups, quite separately, had acknowledged the need for some type of flexibility when it came to passing scores on certification tests. Delaware’s educator preparation programs lamented the fact that a score just under passing on one of the four required elementary education tests could stop a student in their tracks and derail their prospective career in teaching, while at the same time teachers using alternative pathways with no experience were proliferating in Delaware’s classrooms. Districts and charter schools were desperate for qualified candidates. At the same time the Standards Board, via its Executive Director, who spends a great deal of time with testing data, noticed that passing scores were often set right around the mean score for test takers, meaning that chances were high that a qualified candidate could, quite by chance and with little real-world significance, land on the wrong side of a passing score. These groups came together to create a plan to allow a two-standard error of measurement deviation from the passing score, if a candidate could show

coursework to demonstrate content knowledge, and if the coursework did not fully meet the requirements, also a third measure of competency.

The focus group, with the assent and input of the Standards Board, who would ultimately have to approve the plan, met regularly for about a year, researched practices from other states, and ultimately created the regulation 14 Del. Admin. C. § 1519, which was ready in May of 2022. However, even when complete, regulations take a minimum of 5 months to run through the publication and approval process, and so the 151st General Assembly took up the cause through HB441, which was passed in June and signed in August of 2022, allowing the plan to be implemented prior to the 2022-23 school year. The law will sunset in August 2023, allowing the Standards Board the future flexibility to amend the regulation if it becomes necessary.

SECTION 4: CHALLENGES

Section 4-A. List and briefly explain 3 to 4 challenges the entity is currently facing.

The Standards Board is currently facing several challenges. Over the past year, the Standards Board has been considering the approval of a new Charter Leader Standard Certificate regulation. In 2022, the Deputy Attorneys General assigned to represent the Department, Standards Board, and State Board of Education released a memorandum that clarified that all school leaders at charter schools must be licensed and certified, given that charter schools are public schools, and all public-school leaders must be licensed and certified according to 14 *Del. C. Ch. 12*. The Standards Board considered the matter in March and April of 2022 and determined that the current certification requirements should be upheld for all public-school leaders in the State. After that, an internal team at the Department worked to create a plan for current leaders who do not fulfill current requirements. To that end, it created the proposed 14 Del. Admin. C. § 1596 Charter School Leader. The new certificate allows currently unlicensed and/or not properly certified charter school leaders a pathway to certification via a demonstration of competence. The Standards Board discussed the proposed regulation at its February and March of 2023 meetings and voted to publish the regulation. There has been pushback from the charter community regarding this regulation. While arguments have varied, comments generally cite the need for non-traditional leaders, and either ask for no certification, different certification requirements, or state that the regulation is unnecessary as the Secretary of Education has the power to waive requirements for any individual leader. The legitimacy of the Standards Board was called into question as it currently includes no charter educators. The Standards Board does include a parent of a student from a charter school. At its May 11, 2023 meeting, the Standards Board approved the Charter School Leader regulation, citing the memo, as well as 14 *Del. C. §1201*, and noting its role in upholding professional standards. The State Board of Education, at its May 18, 2023 meeting, approved the regulation. The regulatory implementing order is scheduled to be published on July 1, 2023 and the regulation will go into effect on July 11, 2023.

Another challenge the Standards Board faces is stakeholders being unfamiliar with the processes that the Standards Board follows. While most stakeholders are aware of the term “public comment”, they are generally unaware of the provisions of the Administrative Procedures Act. Some do not understand how the Standards Board differs from school boards in how they make decisions. The Standards Board, in conjunction with the State Board of Education, is seeking to alleviate this by including more detailed explanations of the process on their respective websites.

Yet another is that for the last decade or more, the Standards Board has not been active in engaging with the legislature, even when there are matters before the General Assembly that affect the work of the Board. It has no established mechanism to engage or to advocate regarding matters that concern the Standards Board, or more importantly, it does not have any direct communication mechanism to employ to help it determine intent when legislation forces Board action to create or amend regulations.

The next two challenges are intertwined. It has been and remains difficult for the Standards Board to see itself as a unit and for all members to be truly engaged in the work that the Board is asked to do. Part of this can be attributed to the pandemic and the fact that members have only met together virtually or in a hybrid setting since April of 2020. Even prior to that, however, engagement was a struggle. Prior to 2013, the Standards Board held strategic planning sessions, but since then, it has only met for regular meetings, with a few special meetings in 2019 related to hiring an Executive Director. The reason for not holding strategic planning sessions is unknown but has persisted with Board turnover as new leadership continues to do things as they have been done. The Standards Board would likely benefit from a strategic planning retreat. However, this presents a financial challenge. The Standards Board's budget is extremely limited, and just barely enough to see it through a regular year of expected expenses. There are no funds to reimburse Board members who may need substitutes for even a half-day retreat, nor funds to provide meals or to meet at an alternative location. Members are allowed to be compensated \$50 per meeting for a total of \$600 per year, a number which has been in place since 2003, and which does not allow for any stipend reimbursement for extra meetings. Nevertheless, the current Board Chair is determined to find a way to hold such a meeting at least once yearly.

The last challenge is that the Standards Board is currently down a member and has been for the majority of months since October of 2020. It remains difficult to fill parent vacancies. In addition, having that vacancy can present issues with quorum. With even one vacancy, the Board needs a two-thirds majority present to conduct any business. In the past three years, while the Board has not had to cancel any meetings specifically due to quorum, it has canceled one summer meeting each year in order to give members some type of summer break and also because it is more difficult to achieve quorum during the summer. Historically, it has been the July meeting due to its proximity to the July 4th holiday, but in 2020 it was September because the meeting fell just prior to Labor Day weekend. In 2021 the August meeting was pre-emptively canceled. This school year, three meetings (August 2022, April 2023, and May 2023) were rescheduled due to quorum issues on the original date.

SECTION 5: OPPORTUNITIES FOR IMPROVEMENT

Section 5-A. List and briefly explain several opportunities for improvements. Please prioritize.

Priority One - Charter School educators should be included on the Standards Board.

The Standards Board should be expanded to 17 members to include a seat specifically for one charter school administrator or board member, and the membership requirements for eight public school educators could be altered to include one licensed and certified charter teacher or specialist. The inclusion of these members could be listed in 14 *Del. C.* §1206(a), and easily fit within the current school level and residence requirements of Board seats. Charter schools now

represent about 8 percent of the professional teaching staff in Delaware schools whose certification is under Standards Board jurisdiction. This was not the case when the Standards Board was created. While there is currently nothing that precludes charter teachers and administrators from being appointed to the Standards Board, there is also nothing to ensure it. The Delaware State Education Association, who is given the responsibility of providing a list of potential teacher members to the Governor only represents a fraction of the teachers in charter schools in Delaware, and thus many charter educators are excluded from consideration. The Delaware Association of School Administrators does not represent administrators in charter schools. Charter School educators are subject to the provisions in Title 14 Chapter 12, and the statutory purpose of the Standards Board indicates that they should be included. The Delaware Charter Schools Network could be named in statute to also provide a list to the Governor's office for consideration. Qualifications as a nationally certified educator, or recognition as a Teacher of the Year at a building or higher level could be maintained, as it continues to be important that members of the Standards Board represent the best in the profession. Ensuring that charter school educators are included as members of the Standards Board is consistent with the Standards Board's purpose of ensuring that "those entrusted with the achievement of our students should have a voice in the development of policies that affect their profession." 14 *Del. C.* § 1205(a).

Priority Two - Legislative changes to decrease unlicensed practice within Delaware schools.

The current statute, while it clearly states in 14 *Del. C.* § 1201 that all public-school educators must be licensed and certified, does not contain any consequences for unlicensed practice for school personnel. There is not an unlicensed practice provision in the Standards Board's governing statute. Licensing at all levels and for any profession is an important public safety measure, as it gives the State (in this case the Department) the authority to respond to complaints. Currently the Department has no authority even to investigate complaints of unlicensed professionals working in public schools.

Other professions which require licensure generally state explicit consequences of unlicensed practice, but Title 14 does not. Several situations have caused a proliferation of unlicensed practice in Delaware public schools, including the increased hiring in positions for which there is no educator certificate or permit (permanent substitutes, interventionists, family crisis therapists, and other mental and behavior health professionals), as well as the educator shortage. The unlicensed practice issue has been exacerbated by the lack of any disclosure or reporting requirements for districts or schools who employ unlicensed educators. The result is that some district and charter schools are sanguine about licensing their staff, and nearly all employ some staff for whom there is no credential but who also work unsupervised with children.

The Standards Board suggests two statutory changes:

1. Creation of disclosure and reporting requirements to the school community and to the Department for a district or charter school who hires an unlicensed educator who remains unlicensed or not properly certified within 60 days of the date of hire.
2. Creation of a system of permits that allows for more individuals who work in schools to be credentialed. The Standards Board has jurisdiction over the qualifications of paraprofessionals, but the current paraprofessional permit is not mentioned in statute. The Standards Board suggests that paraeducator permits be added to Chapter 12, along with other types of permits. Other school employees who could benefit from permitting

are: long-term and full-time substitutes, year-long residents, pupil personnel workers who are not otherwise licensed (and for whom there is no certification), athletic trainers and other non-employee coaches.

The Standards Board is already working on standard certificates for Behavior Analysts and Behavior Analyst Assistants and has worked on legislation to allow for the certification of JROTC teachers. These are two areas of unlicensed practice, not because they are not qualified individuals, but because there is not a standard certificate for their positions.

Priority Three – Strategic planning and engagement, and possible changes in the enabling statute that allow the Standards Board to articulate vision, mission, and values statements that will drive the creation of a strategic plan.

As noted in section 4, the Standards Board has not performed any strategic planning in at least the last ten years or so. The creation of a strategic plan will assist the Standards Board in its pursuit of regulation revision with consistency and clarity. Creation of a mission and vision can also assist to unify the Standards Board in its purpose.

Priority Four – Legislative changes to update the PSB governing statute to reflect current needs and practices for matters that are under the purview of the Standards Board.

The Board recommends striking outdated language including:

- 14 *Del. C.* Subchapter V Special Institute for Teacher Licensure and Certification in its entirety;
- any references to meritorious new teacher candidate; and
- older language that suggests that the Standards Board works with the Department to administer all sub-chapters of Chapter 12.

The Board recommends clarifying language that will explicitly:

- amend 14 *Del. C.* § 1206 to allow for lists of possible Standards Board members to be provided to the Governor by the following organizations:
 - the Delaware State Education Organization
 - the Delaware Association of School Administrators
 - the Delaware School Boards Association
 - the Council of Presidents
 - the Delaware Charter School Network (new)
 - the Delaware Parent Teacher Association (new)
- add a provision for the removal of Board members, and a process to follow when a member becomes disqualified;
- define the Standards Board’s geographic jurisdiction for the purpose of FOIA in the Standards Board’s governing statute; and
- allow motions or resolutions to be adopted with a simple majority.

Priority Five - An increase to the budget and stipend allowance to allow for substitute reimbursement for one or two daytime meetings per year, and to allow stipends for more than regular monthly meetings.

These might be strategic planning or other types of meetings as needed.

Priority Six- Communicating our processes more clearly to and creating more engagement with stakeholder groups and the public.

This is something that the Standards Board and the State Board of Education have started to implement. It will be helpful to have a clear, succinct explanation of the regulation amendment and approval process on the website.

It would also be helpful to have a process to engage the General Assembly when legislation that affects matters under the Standards Board's jurisdiction is introduced or which could be used to engage the General Assembly regarding licensure and certification issues the Board is facing that may need legislative action.

Section 5-B. In the past 5 years, has the entity recommended any changes to the Legislature, Governor's Office, or agency to improve the entity's operations? If so, please explain and provide the outcome or status.

The Standards Board has not recommended any changes to the Legislature, Governor's Office, or the Department to improve its operations. However, the Standards Board is viewing the JLOSC process as an opportunity to work through the above stated priorities.

SECTION 6: COMPOSITION & STAFFING

Membership:

Section 6-A. How is entity membership defined? Please explain and provide the section(s). Examples include statute, regulations, or by-laws.

The Standards Board membership is defined by statute as a 16-member board which is defined in 14 *Del. C.* § 1206(a).

Section 6-B. Are there special qualifications for membership?

Yes, 14 *Del. C.* § 1206(a) states:

(a) The Standards Board shall consist of 16 voting members as follows:

(1) Eight public school educators, no less than 2 from each county, with 1 being a special education teacher, 1 being an education specialist and at least 1 teacher each from the high school, middle school and elementary school levels. The 7 teachers and 1 education specialist must be selected from a list supplied by the Delaware State Education Association in accordance with subsection (c) of this section. Each teacher appointed to the Standards Board must have demonstrated excellence in that teacher's own field by achieving honors or special recognition in that teacher's field, including, but not limited to state, district or building level Teacher of the

Year, National Board for Professional Teaching Standards certification, or the Presidential Award for Excellence.

(2) Four public school administrators, with at least 1 being from each county, selected from a list supplied by the Delaware Association of School Administrators in accordance with subsection (c) of this section.

(3) One member of a local school board selected from a list supplied by the Delaware State School Board Association in accordance with subsection (c) of this section.

(4) Two parents with children in public schools, from separate counties, selected from a list supplied by the Secretary of Education. The Secretary shall solicit nominations from groups such as the Delaware Congress of Parents and Teachers, the Delaware Parent Leadership Institute, and formal advisory councils in accordance with subsection (c) of this section.

(5) One representative of higher education selected from a list supplied by the Council of Presidents in accordance with subsection (c) of this section.

Section 6-C. Who has member appointment authority? Where is this defined?

The Governor has appointment authority with consent of a majority of the members elected to the Senate 14 *Del. C.* § 1206(b).

Section 6-D. What is the designated term of office for entity members? Where is this defined?

The designated term of office is three years, as defined in 14 *Del. C.* § 1206(b).

Section 6-E. How many members currently serve on this entity? Are there any vacancies? If so, indicate the length of time each vacancy has existed and the reason(s) why. Has the entity or support staff advised the Governor's Office or appointing authority of the vacancies?

There are currently 15 members serving on the Standards Board. There is one current vacancy of a public-school parent. Vacancies of the two parent positions have been ongoing since October of 2020. One parent stepped down in October of 2020, prior to the expiration of her term as her daughter had graduated and she was moving. That vacancy existed until March of 2022. The other parent member held over until July 2022, despite her term expiring in 2021, as she did not want the Standards Board to be without parent representation. Since October of 2020 the Board has only had three meetings with a full complement of members.

The Executive Director has been in close communication with the Governor's office, as well as the Secretary of Education's office regarding these vacancies. The agencies named in 14 *Del. C.* § 1206(a)(4) no longer exist, and there has been considerable difficulty connecting with the Delaware parent teacher organizations since mid-2020. To that end the Secretary's office

reached out to districts and charter schools to forward the vacancy to their own parent organizations. That effort produced no candidates.

There have been no other vacancies longer than one month in the past five years. Terms generally end in May or in June. The preceding January the Executive Director contacts members whose terms will be expiring the following spring to see if they would like to continue or would like to step down. The Executive Director then notifies the Governor's office as well as the nominating agency for that vacancy. The nominating agency then works to provide names to the Governor's office, noting the requirements in 14 *Del. C.* § 1206(a). The nominating agencies (other than that for parent members) have been very effective in providing names to the Governor's office.

An additional reason that there have not been vacancies is that 14 *Del. C.* § 1206(b) states that a member serves until their successor is appointed or until the member resigns. Several members have held over in their positions until a successor was named. This was particularly important in 2020 as many appointments and reappointments were delayed due to the pandemic.

14 *Del. C.* § 1206(d) establishes two standing committees of the Standards Board. 14 *Del. Admin. C.* § 1516 specifies that the two standing committees of the Standards Board may have up to 15 members each, but that each committee may determine its own number. The LCC Committee currently has 15 members. The PDAC Committee has 12 members. There are currently no vacancies. Vacancies are filled through advertising in the Department's weekly newsletter distributed to all districts and charter schools. Members are appointed jointly by the Chair of the Standards Board and the Secretary of Education.

Section 6-F. Can this entity create subcommittees or task forces? If "yes" please address the following questions:

1. Describe the process and cite the entity document (statute, regulations, or by-laws) that permit this.

The Standards Board is required by statute 14 *Del. C.* § 1206(d) to have two standing committees, the Licensure and Certification Criteria Committee and the Professional Development and Associated Compensation Committee. The Standards Board may also create any committees it deems necessary, provided it does not overlap with either standing committee. The Standards Board must designate the task and the timeframe for the completion of work for any such committees that are created 14 *Del. C.* § 1206(f).

2. Provide a brief history on how many have been created in the past 5 years and indicate where meeting documents can be found.

In the past five years, three special committees were created. There was a screening committee for applications for Executive Director, which met on August 9, 2019. There was also an interview committee which met on August 15, 2019 to conduct first round interviews for a new Executive Director. All other hiring activities were conducted in Executive Sessions at regular meetings. There are no documents posted for the screening committee. Documents for the August 15, 2019 meeting may be found on the Statewide Public Meeting Calendar.

At its April 2023 meeting the Board voted to create a Sunset Review Sub-committee whose task is to approve the Standards Board’s JLOSC report. That Sub-committee’s work will end on May 26, 2023 when the report is submitted. Meeting documents will be found on the Delaware Public meeting calendar, as well as the Standard’s Board’s eBoard website.

3. Were meetings open and noticed to the public? If so, indicate where notices were published.

The screening meeting was not noticed or open to the public. The screeners reviewed applications while all physically at the Department, but as is standard protocol, did not discuss the applicants. The interview committee meeting was conducted in executive session and was properly noticed in the Statewide Public Meeting Calendar and at the Standards Board office in Dover seven days in advance of the meeting. All meetings of the Sunset Review Sub-committee were posted seven days in advance in the Public Meeting Calendar and at the office of the Standards Board in Dover.

4. If final reports were issued, please provide their location.

No final reports were issued. This document is the result of the Sunset Review Sub-committee work.

5. If there are current subcommittees or task forces currently meeting and conducting business; include information on membership, duties, and where meeting notices and documents can be found.

The work of the Sunset Review Sub-committee has concluded. There are no other committees or task forces currently conducting business.

Section 6-G. Include a current membership roster with this Self-Report. This is a separate request from the list of supporting documents included in the Self-Report instructions. This current membership roster must indicate the following for each member:

- **First and last name, and their city and state of residence.**
- **Position held (i.e., Chair, President, Co-Chair, Secretary, etc.).**
- **Professional or public member.**
- **Their profession or occupation.**
- **Original appointment date, expiration date, and number of terms served.**

To satisfy this current membership roster request, please complete one of the following:

- **Complete the included table below.**
- **Delete the included table below, build a new table, and place in this section.**
- **Delete the included table below and attach a document to the Self-Report and label in the appendices section.**

Member's Name and City and State of residence.	Position Held	Professional or Public Member	Profession or Occupation	Original Appointment Date	Appointment Expiration Date	Number of Terms Served
Amber Augustus Smyrna, DE	Member	Professional	Administrator	4/29/2015	6/10/2024	3
Khayree Bey Delaware City, DE	Member	Professional	Teacher Middle School	6/20/2020	6/20/2023	1
Celeste Bunting Dagsboro, DE	Member	Professional	Administrator	6/20/2018	6/23/2024	2
Jennifer Campbell Millsboro, DE	Member	Professional	Teacher Elementary, Special Education	6/20/2018	6/23/2024	2
Earle Dempsey Felton, DE	Member	Professional	School Board	6/6/2018	6/10/2024	2
Manette Dupras Felton, DE	Member	Professional	Administrator	6/8/2022	6/8/2025	1
Amber Hobbs Harrington, DE	Member	Professional	Teacher Kindergarten	6/8/2022	6/17/2024	1
David Kohan Newark, DE	Vice- Chair	Professional	Teacher High School	6/12/2008	6/8/2025	6
Bruce Leib Houston, DE	Member	Professional	DOE CTE Department	6/17/2021	6/17/2024	1
Casey Montigney Townsend, DE	Chair	Professional	Teacher Middle School	6/23/2020	6/23/2023	1
Francis O'Malley Hockessin, DE	Member	Professional	Higher Education	6/21/2017	6/23/2024	2
Melissa Rapp Harrington, DE	Member	Professional	Teacher High School	6/24/2020	6/24/2023	1
Anastasia Robinson Dagsboro, DE	Member	Professional	Specialist (Nurse)	6/8/2022	6/17/2024	1
Mona Singh Hockessin, DE	Member	Public	Parent	3/9/2022	3/9/2025	1
Stanley Spoor Newark, DE	Member	Professional	Administrator	6/8/2022	6/8/2025	1

Meeting Frequency:

Section 6-H. How frequently are meetings held? Is meeting frequency defined anywhere such as the statute or by-laws? If so, provide document name and section information.

Meetings are held monthly. Currently they are held on the first Thursday of each month at 5:00 p.m. 14 *Del. C. § 1206(h)* states that one meeting may be held monthly during the school day. This contrasts with the enacting legislation, which stated that no meetings could be held during the school day. In the past, meetings have been held during the school day, but it was found that teacher members had difficulty attending daytime meetings. In addition, previously the Standards Board was allotted money to reimburse for substitutes for teacher members, but those funds have been discontinued. Therefore, no meetings have been held during the school day for several years.

There is no statutory requirement as to the frequency of meetings. Meetings must be held in accordance with the Freedom of Information Act.

Section 6-I. Can the entity hold special or emergency meetings? If so, describe the protocol involved in requesting and holding a special or emergency meeting.

The Standards Board may hold special or emergency meetings, as long as it abides by the requirements of the Freedom of Information Act.

Meeting Order and Quorum:

Section 6-J. For meeting order, does the entity follow Mason's Manual of Legislative Procedure or Roberts' Rules of Order? Is this defined in statute, regulation, or by-laws?

The Standards Board follows a modified version of Roberts' Rules of Order. It is not defined in statute, regulation, or by-laws.

Section 6-K. How is meeting quorum defined and where is the definition located?

Meeting quorum is defined as a majority of members. However, no motion or resolution may be adopted without the concurrence of a majority of the members plus one affirmative vote, 14 *Del. C. §1206(g)*. Therefore, the Standards Board does not hold a meeting unless ten members of the Board will be present.

Member Removal:

Section 6-L. Is there a mechanism for member removal? If so, how are members removed and who has the authority to remove a member? Using the process described, has there ever been an instance of member removal, and if so, briefly describe the nature of events that led to the member removal.

The Standards Board does not have a mechanism for member removal. However, 14 *Del. C. §1206(b)* does contain the following:

A member who misses 3 consecutive meetings without cause is presumed to have resigned from the Standards Board.

If a disciplinary proceeding is initiated against a Standards Board member, the member may not participate in Standards Board business until the charge is adjudicated or the matter is otherwise concluded.

Member Compensation:

Section 6-M. Are members compensated? If so, how are they compensated?

Members are given a stipend to attend meetings of \$50.00 per meeting, not to exceed \$600 annually 14 *Del. C.* §1206 (h). If a meeting is held during the school day, educator members who are compensated under Chapter 13 of Title 14 do not receive a stipend. The Standards Board currently has one member who has elected not to take a stipend at all.

Member Training and Handling Conflicts of Interest:

Section 6-N. Are members offered any special training opportunities? Is training required or voluntary?

When first appointed, and prior to their first meeting, members undergo an orientation to the Standards Board, which is mandatory. Training also happens periodically, typically at a regular meeting in the fall after new members are appointed in the summer.

Section 6-O. Has a Deputy Attorney General (“DAG”) reviewed the provisions of the Public Integrity Act with entity members to ensure that they are in compliance with the provisions in the law? If so, what is the frequency of this review?

The Deputy Attorney General for the Standards Board conducts this review on a yearly basis, generally after new members begin their terms. This review is conducted during a regular meeting. The slides for the training are provided to all Standards Board members following the training.

Section 6-P. Please explain how entity members avoid conflicts of interest.

The Standards Board members are trained in their role and understand that they are not “representatives” of any constituent group, and that they have been appointed because of their expertise and experience with Delaware public schools. They are trained not to discuss current matters before the Standards Board with individuals, and to encourage those that have opinions on matters that are before the Standards Board to attend and provide public comment at a meeting.

Section 6-Q. Has the Public Integrity Commission (“PIC”) provided training or clarification to members or issued any advisory opinions on entity activities? If so, please explain the details. Provide a link to the information or attach relevant information to this report.

The Public Integrity Commission has not directly provided training to the Standards Board or issued any advisory opinions on Standards Board activities.

Support Staff:

Section 6-R. Is there dedicated support staff *directly* assisting the entity? If so, what state agency, office, or department supplies the support staff?

- **If this question is applicable answer all questions in this section.**
- **If not applicable, state that no support staff exists for question Section 6-R and explain how duties are divided among entity members, skip to questions Section 6-Y, Section 6-Z, and Section 6-AB below.**

There are two staff members who directly assist the Standards Board, an Executive Director and an Administrative Assistant. The Executive Director is not directly employed by the Department. However, the office of the Executive Director is located at the Department and the Executive Director's day-to-day activities are governed by a Memorandum of Understanding between the Department and the Standards Board (Appendix C). The Executive Director is subject to all policies and procedures of the Department.

The Administrative Assistant is a casual/seasonal employee of the Department.

Section 6-S. How many employees are employed by the state agency, office, or department supplying support staff? (skip if not applicable)

There are approximately 285 employees of the Department.

Section 6-T. Does the state agency, office, or department supplying support staff offer internships? If so, do interns provide support services to the entity? (skip if not applicable)

There are internships at the Department. There are no interns who provide support services to the Standards Board. In 2016, the Standards Board was provided a Summer Fellow.

Section 6-U. What is the size of the support staff *directly* assisting the entity? How many are merit, appointed, exempt, temporary, casual seasonal, or contract employees? For contract employees indicate who holds the employment contract. Highlight support staff responsibilities, indicate who performs each and the percent of staff time spent on each responsibility. (skip if not applicable)

There are two individuals who provide support to the Standards Board.

The Executive Director provides the following functions:

- Providing administrative support for the coordination, planning, implementation, and follow-up of meetings of the Professional Standards Board and its committees (10%)
- Conducting research and providing analysis, advice, and support with the development of rules and regulations regarding educator licensure and certification and paraprofessional qualifications (15%)
- Assisting in the development and management of the Standards Board's long-range planning and policy review process. (5%)

- Drafting statutorily mandated quarterly reports and, upon the Standards Board's approval, delivering the reports to the General Assembly, Governor, State Board of Education's Executive Director, and the Secretary of the Department of Education (5%)
- Creating a quarterly schedule of regulation review to ensure the Standards Board is compliant with regulation review and maintains a consistent pace of review (5%)
- Developing and presenting monthly reports concerning the status of regulations under review and the budget to the Standards Board (3%)
- Working in coordination and collaboration with the Department of Education, including the Associate Secretary, Workforce Support, Licensure and Certification Workgroup, and content area specialists (15%)
- Providing administrative support for hearings conducted by the Professional Standards Board (2% extremely variable)
- Consulting and collaborating with, and seeking legal advice from, the Deputy Attorney General assigned to represent the Standards Board (10%)
- Serving as the Standards Board's information officer and facilitating a communications link to other educational stakeholder groups on matters relating to the Standards Board's statutory authority and responsibilities (10%)
- Functioning as the contact for vendors relative to approved required assessments for educators (2%)
- Ensuring board operations are conducted in compliance with the Department of Education's administrative policies and procedures (e.g., finance, human resources, IT, communications) (5%)
- Providing an in-depth orientation to new Standards Board members
- Working collaboratively with the Governor's Office of Boards and Commissions to ensure a full complement of board membership. (3%)
- Supervising and directing Standards Board administrative support in collaboration with the Department and in accordance with the Department's policies and procedures. (10%)

The Administrative Assistant provides the following functions:

- Coordinate and schedule Board and Committee meetings including room reservations, creating agendas, notifications to members, post meetings on Public Meeting Calendar and eBoard website with appropriate documents attached (20%)
- Transcribe meeting minutes for Board and Committee meetings (35%)
- Provide support for Board and Committee members with any technical issues related to board membership and meeting attendance (2%)
- Maintain Standards Board website for updates/additions/deletions/corrections (5%)
- Draft Board reports and other documents as needed (5%)
- Enter/reconcile purchase orders, contracts, vouchers in the First State Financial system (5%)
- Provide financial accountability support for the Standards Board's budget (5%)
- Prepare out-of-state travel, including transportation arrangements, hotel accommodations, conference registrations and reconciliation of expenses (5%)

- Provide administrative support for licensure/certification hearings before the Board (3%)
- Prepare all meeting documents and other required documentation for archiving (10%)
- Communicate effectively with the public, staff, and district personnel regarding Standards Board’s responsibilities and upcoming meetings (5%)

Section 6-V. Who supervises the support staff *directly* assisting the entity? (skip if not applicable)

The Chief of Staff of the Secretary of Education supervises the Executive Director, and the Executive Director supervises the casual/seasonal Administrative Assistant.

Section 6-W. How is the support staff *directly* assisting the entity recruited and hired? Is there an orientation session for new hires? (skip if not applicable)

The staff are recruited and hired using Department policies and procedures. The hiring of the Executive Director must be recommended by a majority of the members of the Standards Board. The Department holds formal orientation for all new hires. Orientation to the Standards Board is done on an individual basis.

Section 6-X. What training opportunities are available to support staff *directly* assisting the entity? (skip if not applicable)

Training opportunities are available according to Department policy.

Section 6-Y. Is the effectiveness of the entity hindered by a lack of staff assistance or dedicated support staff? Please explain. What steps, if any, have been taken to address any staffing issues? (all entities under review answer this question)

No, the staffing is adequate for current Standards Board activities.

Section 6-Z. Please identify, list, and briefly describe any executive orders, interagency agreements, management directives, administrative circulars, or like documents that directly impact the functioning of the entity. (all entities under review answer this question)

The supervision of the Executive Director is governed by a Memorandum of Understanding between the Department and the Standards Board. (Appendix C)

Section 6-AB. Does the entity have legal counsel? If so, provide attorney’s name and firm if not a state supplied DAG.

Yes, the Standards Board is supported by a DAG specifically assigned to the Standards Board.

SECTION 7: FREEDOM OF INFORMATION ACT (“FOIA”) & OPEN MEETING LAW COMPLIANCE

Section 7-A. How does the entity respond to FOIA requests?

FOIA requests to the Standards Board are routed to the Public Information Officer of the Department who forwards them to the Executive Director of the Standards Board. The Executive Director acts as the Board’s information officer who collects all documentation and forwards to the Department’s Public Information Officer for disbursement. There is a FOIA request form on the Standards Board’s website, which begins the process outlined above.

Section 7-B. When and where are the meeting notices and agendas posted?

Meetings and agendas of the Standards Board and its Committees are posted on the Statewide Public Meeting Calendar, and at the Standards Board office/meeting location at least 7 days in advance of a meeting.

Section 7-C. Are meeting minutes regularly transcribed? When and where can the public obtain copies of meeting minutes?

Meetings minutes are transcribed of all meetings of the Standards Board and its Committees. Minutes are posted on the Statewide Public Meeting Calendar within five days of being approved.

Section 7-D. Are meetings recorded? If so, indicate whether it’s an audio or video recording and is the recording posted online for the public? If the recordings are not posted online, are instructions provided to the public on how to request recordings?

Meetings are recorded to facilitate the transcription of minutes and recordings are destroyed once the minutes are approved. If recordings exist, they may be requested using the FOIA process.

Section 7-E. Within the past 3 calendar years, has the entity conducted executive sessions or other closed meetings? If yes, please indicate the date of each and the nature of the meeting. Are minutes of executive sessions or other closed meetings available to the public?

Yes, two executive sessions were conducted, one in April of 2020 and one in February of 2021, both for the purposes of deliberating on a hearing officer’s decision regarding a license disciplinary action. By statute, the information obtained from the chief school officer or head of school and the information obtained during the Department’s investigation of a license disciplinary matter are confidential and not public records under FOIA. 14 *Del. C.* §§ 1218(g) and (h). The executive session minutes are not posted for the public. However, executive sessions are conducted within a public meeting and the votes to enter and exit the executive session as well as the final vote on any matter considered in an executive session are transcribed in minutes

which are available to the public. The Standards Board has not conducted any fully closed meetings.

Section 7-F. Has the entity ever received any complaints that it was violating FOIA? If so, please list and include the result of the hearing or the review.

No, it has not.

SECTION 8: ADMINISTRATIVE PROCEDURES ACT COMPLIANCE

Section 8-A. Does the entity promulgate rules and regulations in accordance with the Administrative Procedures Act?

Yes, the Standards Board complies with the Administrative Procedures Act in promulgating regulations.

Section 8-B. Has a DAG assigned to this entity or other legal counsel reviewed the current rules and regulations for compliance with the governing statute?

Yes, the DAG assigned to the Standards Board reviews all rules and regulations prior to them being considered by the Board or its Committees.

Section 8-C. Is the entity considering any changes to its current rules and regulations? If "yes" please address the following questions:

1. What is the status and nature of the planned changes?

One of the Standards Board's main responsibilities is to develop and approve regulations related to education licensure and certification. There are currently 61 regulations under the authority of the Standards Board. Regulations are kept, to the extent possible, on a four-year review cycle, which means that there are always regulations in various stages of the review process. Appendix D outlines the regulation review process that has been developed.

During the April-May 2023 cycle the following regulations are in process:

14 Del Admin. C. § 1501 Salary Supplements for Educators

1501 Salary Supplements for Educators concerns knowledge and skills salary supplements pursuant to 14 *Del. C.* § 1305(k), national certification salary supplements pursuant to 14 *Del. C.* § 1305(l), and additional responsibility assignment salary supplements pursuant to 14 *Del. C.* § 1305(n). In accordance with 14 *Del. C.* § 1305(o), the Board is required to annually review the supplements and promulgate recommendations as necessary. The proposed amendments to this regulation are to add two certifications to subsection 4.1 as a result of HB 348 of the 151st General Assembly. HB348 amended 14 *Del. C.* § 1305(l) to allow salary supplements for nationally certified occupational therapists and nationally certified physical therapists and was signed into law on October 26, 2022.

14 Del. Admin. Code § 1510 Initial License

1510 Initial License sets forth the requirements for issuance and retention of an educator's Initial License. The proposed amendments include amending and striking terms in Section 2.0; revising subsections 3.1.2 and 3.1.4; amending Section 4.0, which concerns the requirements for an Initial License; amending Section 5.0, which provides reciprocity requirements; amending Section 6.0, which concerns expired Delaware educators' licenses; amending Section 7.0, which concerns application requirements; amending Section 9.0, which concerns the validity of an Initial License, and adding the requirements for placement on active and inactive status; removing the performance assessment requirement in Section 15.0; and adding Section 17.0, which concerns applicants' and Educators' contact information with the Department and specifies how they can change their name or address. The proposed amendments are consistent with HB315 w/ HA 2 of the 151st General Assembly, which was signed into law on August 4, 2022.

14 Del. Admin. Code § 1519 Multiple Measures for Demonstrating Content Knowledge

1519 Multiple Measures for Demonstrating Content Knowledge sets forth alternative means of demonstrating content knowledge for applicants of certain content area Standard Certificates who do not achieve the minimum score specified in the regulation for the Standard Certificate sought. The proposed amendments include adding 14 DE Admin. Code 1596 Charter School Leader to subsection 1.3; adding subsection 3.4, which concerns applicants who do not complete an educator preparation program and are applying for the Elementary Teacher Standard Certificate; correcting the numbering in subsection 4.4; and clarifying subsections 5.1.3.1, 5.1.3.2, and 5.1.3.3.

14 Del. Admin. Code § 1506 Emergency Certificate

1506 Emergency Certificate concerns the requirements for an Emergency Certificate in accordance with 14 *Del. C.* § 1221(1). The proposed amendments include revising Section 1.0, which concerns the applicability of this regulation; adding defined terms to and striking defined terms from Section 2.0; revising Section 3.0, which concerns the issuance of an Emergency Certificate; adding Sections 4.0 through 9.0, which specify the Emergency Certificate requirements for individuals who completed long-term substitute teaching, ARTC participants, administrators, specialists, skilled and technical science teachers who are eligible for or hold an Initial License, and educators who already hold a content area Standard Certificate, respectively; adding Section 10.0, which concerns the validity of an Emergency Certificate; adding Section 11.0, which concerns notification to parents; adding Section 12.0, which concerns disciplinary actions; and adding Section 13.0, which concerns applicants' and Educators' contact information with the Department and specifies how they can change their name or address.

14 Del. Admin. Code § 1585 School Behavior Analyst

1585 School Behavior Analyst concerns the requirements for a School Behavior Analyst Standard Certificate in accordance with 14 *Del. C.* § 1220. Proposed Section 1.0 provides who would be required to hold the School Behavior Analyst Standard Certificate; Section 2.0 provides definitions for the proposed regulation; Section 3.0 concerns the issuance of a School Behavior Analyst Standard Certificate; Section 4.0 provides the prescribed education, knowledge, and skill requirements for the issuance of a School Behavior Analyst Standard Certificate; Section 5.0 provides the application requirements; Section 6.0 concerns Secretary of Education review; Section 7.0 concerns the validity of a School Behavior Analyst Standard Certificate; Section 8.0 concerns the requirements to retain the School Behavior Analyst Standard Certificate; Section 9.0 concerns disciplinary actions; and Section 10.0 concerns applicants' and Educators' contact information with the Department and specifies how they can change their name or address.

14 Del. Admin. Code § 1586 School Behavior Analyst Assistant

1586 School Behavior Analyst Assistant concerns the requirements for a School Behavior Analyst Assistant Standard Certificate in accordance with 14 *Del. C.* §1220. Proposed Section 1.0 provides who would be required to hold the School Behavior Analyst Assistant Standard Certificate; Section 2.0 provides definitions for the proposed regulation; Section 3.0 concerns the issuance of a School Behavior Analyst Assistant Standard Certificate; Section 4.0 provides the prescribed education, knowledge, and skill requirements for the issuance of a School Behavior Analyst Assistant Standard Certificate; Section 5.0 provides the application requirements; Section 6.0 concerns Secretary of Education review; Section 7.0 concerns the validity of a School Behavior Analyst Assistant Standard Certificate; Section 8.0 concerns the requirements to retain the School Behavior Analyst Assistant Standard Certificate; Section 9.0 concerns disciplinary actions; and Section 10.0 concerns applicants' and Educators' contact information with the Department and specifies how they can change their name or address.

14 Del. Admin. Code § 1596 Charter School Leader

1596 Charter School Leader concerns the requirements for a Charter School Leader Standard Certificate in accordance with 14 *Del. C.* §1220. Section 1.0 provides who would be required to hold the Charter School Leader Standard Certificate; Section 2.0 provides definitions for the proposed regulation; Section 3.0 concerns the issuance of a Charter School Leader Standard Certificate; Section 4.0 provides the prescribed education, knowledge, and skill requirements for the issuance of a Charter School Leader Standard Certificate; Section 5.0 provides the application requirements; Section 6.0 concerns Secretary of Education review; Section 7.0 concerns the validity of a Charter School Leader Standard Certificate; Section 8.0 concerns disciplinary actions; and Section 9.0 concerns applicants' and Educators' contact information with the Department and specifies how they can change their name or address.

2. Have the proposed changes been reviewed and approved by the entity's DAG or other legal counsel?

Yes. It is the Standards Board's standard practice to have proposed changes reviewed by the DAG. All regulations that the Board and its Committees review are drafted and finalized for submission by the DAG.

3. Have the proposed changes and the public hearing date been published in the Register of Regulations?

Yes, 14 Del. Admin. C. § 1568 was published in January, 14 Del. Admin. C. §§ 1501 and 1506 were published in March, 14 Del. Admin. C. §§ 1519 and 1596 were published in April, and 14 Del. Admin. C. §§ 1585, 1586, and 1510 have been submitted and will be published in June.

SECTION 9: COMPLAINT AND DISCIPLINARY PROCESS

Section 9-A. Does the entity receive and review complaints from the public? If so, please describe in detail the complaint process used. Include how complaints are filed, who investigates complaints, and how long investigations proceed.

The Standards Board does not receive complaints from the public. Complaints regarding educators are handled by the Department. Complaints are sent to the Investigations Unit, under the direction of the Workforce Support Team, and may come from the public or a district or charter school. All complaints of licensed educators are investigated by the Department's Investigations Unit. The results of those investigations may result in disciplinary action under 14 *Del. C.* § 1218, § 1218A, or § 1218B, and 14 Del. Admin. C. § 1514 Limitation, Suspension, and Revocation of Licenses, Certificates, and Permits. An educator may request a hearing before the Standards Board within 30 days of the Secretary of Education's initial letter of proposed discipline. If a hearing is not requested, the proposed discipline becomes final. If a hearing is requested, the Standards Board staff works with the parties to schedule a hearing. The procedures and rules of Standards Board hearings are outlined in 14 Del. Admin. C. § 1515. In general, hearings are heard by a designated hearing officer who is hired by the Standards Board. After receiving the proposed decision of the hearing officer, the Standards Board deliberates on the matter to adopt, amend, or reject the hearing officer's findings of fact, conclusions of law, and proposed discipline.

If discipline is proposed under 14 *Del. C.* § 1218A, the Standards Board must hold a hearing within 60 days of the proposed discipline notification from the Secretary of Education, as the educator's license is suspended immediately pending the hearing.

Section 9-B. What are some of the most common complaints received by the entity? Please identify where the complaints originate (i.e., public, media, Attorney General's Office, consumer groups, etc.).

The Standards Board is not privy to complaints.

Section 9-C. Have any complaints been filed with the Attorney General's Office? If so, have they been resolved?

Not applicable.

Section 9-D. Are there any Delaware Attorney General’s Opinions that affect the functioning of the entity? If so, please provide the date and number.

There are none.

Section 9-E. Are there any recent judicial decisions (state or federal) that directly affect the functioning of the entity?

There are none.

Section 9-F. What specific disciplinary actions are taken by the entity as a result of complaint investigations? (i.e., license revocation, license suspension, formal reprimand, penalty, etc.).

Licenses and Permits may be limited, suspended, or revoked according to 14 Del. Admin. C. § 1514.

Section 9-G. Please describe in detail the process used for determining appropriate disciplinary actions taken against individuals licensed, employed, or monitored by the entity. Include the appeals process, if applicable.

This process is handled by the Department.

Section 9-H. If applicable, provide the following complaint data for calendar years 2020, 2021, 2022, 2023 (to date):

This data is only for hearings that have been requested or conducted by the Standards Board.

	Calendar Year 2020	Calendar Year 2021	Calendar Year 2022	Current Calendar Year 2023
Total Number of Educator Requested Hearings received by the Professional Standards Board	2	2	1	0
Total Number of Educator Requested Hearings Held by the Professional Standards Board	1	1	0	0
Total Number of Educator Requested Hearings Resulting in Disciplinary Action	1	1	0	0

SECTION 10: PRIOR JLOSC REVIEW

Section 10-A. Has JLOSC previously reviewed this entity? If so, provide the year(s) of review and list all JLOSC final recommendations, indicate whether the entity is complying or non-compliant with each recommendation, and explain all areas of non-compliance.

This entity has not been part of a JLOSC review in years past. This is the first JLOSC review of the Standards Board.

SECTION 11: PUBLIC INFORMATION

Section 11-A. How does the entity communicate information with the public? Does the entity use a website and/or social media platform(s)? If so, please list each method of communication and supply the applicable web address, handle, or username.

The Standards Board has a website. The website introduces the Board and its Committees and explains their functions. It also contains links to all regulations under the authority of the Board, its governing statute, as well as a link to proposed regulations which are published for comment in the Delaware *Register of Regulations*.

<https://education.delaware.gov/educators/psb/>

In addition to posting meetings, agendas and minutes on the Statewide Public Meeting Calendar, the Board also uses a board hosting site called Simbli e-Board Solutions. All detailed meeting materials are posted under the "Meetings" tab on that site.

<https://simbli.eboardsolutions.com/Index.aspx?S=190002>

The Standards Board does not use social media.

The Standards Board sends e-mail notice of meetings to the public. Any member of the public may sign up to receive the monthly e-mail notice.

Section 11-B. What information or educational resources are made available to the public relating to the entity's activities? Examples include newsletters, guidelines, rules and regulations, policy briefs, or other similar documents. Please indicate the method and frequency of distribution for each and identify the target group(s).

There are no educational resources provided to the public in general. However, Standards Board actions are published to district and charter schools regularly. All Department and Standards Board regulatory activity is published in the Weekly Principal's Memo which is distributed to all Delaware schools every Tuesday. An example is included in Appendix E.

Standards Board action is also published monthly in the Human Resources newsletter that goes to all Local Education Agencies in the State. An example is included in Appendix F.

Section 11-C. Does the entity actively engage with the public and solicit feedback? If so, please explain. If the entity has conducted surveys, please list all surveys conducted within the past 5 years and indicate where the public can find survey results.

Although the Standards Board regularly engages with educators and Local Education Agencies, it generally does not engage directly with the public at large. It has not conducted any public surveys.

Section 11-D. Does the entity have by-laws? If so, are they available for the public (include location) and what was the last date of revision?

The Standards Board does not have by-laws. It conducts its business according to its governing statute and the Delaware Administrative Procedures Act.

Section 11-E. Please complete the following 3 charts (add or delete cells as needed) with the most current information regarding interest groups, national organizations, and industry or trade publications as described in each chart heading.

Interest Groups (Groups affected by entity actions or represent others served by or affected by entity actions)		
Group or Association Name/Contact Person	Internet Address	Phone Number
Delaware State Education Association/Jeff Taschner	https://www.dsea.org/	(302) 734-5834
Delaware Association of School Administrators/Tammy Croce	https://www.edasa.org/	(302) 674-0630
Delaware Association of School Personnel Administrators/Jason Cameron	None – this is a sub-group of DASA	(302) 674-0630
State Council of Persons with Disabilities/John McNeal	https://scpd.delaware.gov/	(302) 739-3620
Governor’s Advisory Council for Exceptional Citizens/Pam Weir	https://gacec.delaware.gov/	n/a
Delaware School Nurses’ Association/Michelle Bridge	https://www.dsna.org/home	n/a

Delaware School Counselors' Association/Frank Shockley	http://www.mydsca.org/	n/a
Delaware School Psychologists' Association/Emily Klein	https://dasp.wildapricot.org/	n/a

National Organizations or other State Agencies (Serve as an information clearinghouse or regularly interact with the entity)		
Group or Association Name/Contact Person	Internet Address	Phone Number
Delaware Department of Education/Mark Holodick	https://education.delaware.gov/	(302) 735-4000
Delaware Division of the Visually Impaired/Deborah Talley	https://dhss.delaware.gov/dvi/	(302) 255-9800
National Association of State Directors of Teacher Education and Certification/Jimmy Adams	https://www.nasdtec.net/	n/a
Professional Educators Standards Board Association/Lynn Hammonds	https://www.nasdtec.net/page/PESBA	n/a

Industry or Trade Publications		
Group or Association Name/Contact Person	Internet Address	Phone Number
None		

SECTION 12: ENACTED LEGISLATION IMPACTING THE ENTITY

Section 12-A. Did legislation establish the entity? If so, what year and by what legislative bill was the entity established?

The Professional Development and Educator Accountability Act of 2000 (SB260, 140th GA) established the Professional Standards Board.

Section 12-B. Please list all legislation and other acts that have made substantive amendments to the entity's enabling legislation. Please indicate the bill number and date of enactment for each.

Bill Number	Session	Date Signed
SB260 (enabling legislation)	140 th	05/03/00

SB343	140 th	05/03/00
SB15	141 st	04/10/01
SB176	141 st	06/30/01
HB88	142 nd	03/25/03
HB68	142 nd	04/03/03
HB94	143 rd	03/30/05
HB147	143 rd	06/30/05
SB263	143 rd	05/15/06
HS1 for HB259	144 th	06/30/08
SB 123	144 th	07/05/07
SB51	147 th	06/12/13
SB247	147 th	07/01/14
SS1 for SB210 w/SA1	147 th	07/15/14
HS1 for HB143 w/HA1	149 th	06/20/17
SB199 – 148 th	148 th	06/30/16
HB286 w/HA 1	149 th	01/29/18
SB234	149 th	07/11/18
HB 207	151 st	06/30/21
HB315 w/HA2	151 st	08/04/22
HB441	151 st	08/04/22
HB318 w/HA 1	151 st	10/26/22

Section 12-C. Please identify, list, and briefly describe any federal laws or regulations that guide or otherwise directly affect the functions, responsibilities, and operations of the entity.

The Individual with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2020-21) eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

These requirements govern Delaware’s special education teacher certification as well as temporary and provisional certification for special education teachers and related service professionals.

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies for

children from low-income families to help ensure that all children meet challenging state academic standards.

Title I requires schools that receive Title I funding to notify parents of children who are taught by a teacher with emergency certification.

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” ESSA extended more flexibility to States in education and laid out expectations of transparency for parents and for communities.

Delaware must show that its licensure and certification system fulfills ESSA requirements for educator quality. In addition, its mentoring and professional development programs, which are outlined in Standards Board regulations 14 Del. Admin. C. § 1503 and 14 Del. Admin. C. § 1511 respectively also play a part in improving the quality of the education workforce in Delaware, a metric which must be reported each year under ESSA.

Delaware’s ESSA plan also mentions Micro-credentials as a vehicle for high quality professional development.

SECTION 13: PENDING & PROPOSED LEGISLATION

Section 13-A. Please list any currently proposed legislation (state and federal) that, if passed, will directly impact the functions or operations of the entity. Please indicate any bills that the entity is supporting or opposed.

There is no currently proposed state or federal legislation that if passed will directly impact the functions of the Standards Board.

SECTION 14: FISCAL INFORMATION

Section 14-A. Complete the following chart to provide the entity’s actual revenue for fiscal years 2021 and 2022 and budgeted revenue for fiscal year 2023. Also indicate the source of funds (i.e., general fund, federal funds, special funds, etc.).

Revenue:

Fiscal Year	Source of Funds	Amount
FY2023 (budgeted)		
	General Funds	\$21,000.00
	Federal Funds	\$0.00
	Special Funds	\$0.00
	TOTAL:	\$21,000.00
FY2022 (actual)		
	General Funds	\$25,517.10
	Federal Funds	\$0.00
	Special Funds	\$0.00

TOTAL:	\$25,517.10
FY2021 (actual)	
General Funds	\$26,000.00
Federal Funds	\$0.00
Special Funds	\$0.00
TOTAL:	\$26,000.00

Section 14-B. If the entity receives federal funds, including grants, please indicate the following:

- Total amount of federal funds.
- Type of federal fund.
- State/Federal Match Ratio.
- State Share of Dollars.
- Federal Share of Dollars.

The Standards Board does not receive federal funds.

Section 14-C. Does the entity collect any fees or fines? Provide information on any fines or fees collected by the entity. Modify chart rows as needed.

The Standards Board does not collect fees or fines.

Section 14-D. Has the entity conducted a financial analysis to determine if the current fees are sufficient to cover the cost of the administrative activity related to each? Do the current fees or fines need to be updated or revised? Please explain, indicating whether the fees or charges can be changed directly by the entity or if legislative approval is required.

The Standards Board does not collect fees or fines.

Section 14-E. Complete the following chart to provide the entity's actual expenditures for fiscal years 2021 and 2022 and budgeted expenditures for fiscal year 2023. Also indicate the source of expenditures (i.e., general fund, federal fund, special fund, etc.).

Expenditures:

Fiscal Year	Source of Funds	Amount
FY2023 (budgeted)		
	General Funds	\$21,000.00
	Federal Funds	\$0.00
	Special Funds	\$0.00
	TOTAL:	\$21,000.00
FY2022 (actual)		
	General Funds	\$15,433.99
	Federal Funds	\$0.00
	Special Funds	\$0.00

TOTAL:		\$15,433.99
FY2021 (actual)		
General Funds		\$8,350.99
Federal Funds		\$0.00
Special Funds		\$0.00
TOTAL:		\$8,350.99

Section 14-F. Provide a detailed breakdown of fiscal year 2023 budgeted expenses. Modify chart rows as needed.

Breakdown of fiscal year 2023 budgeted expenses:

Line Item	Source(s)	Amount of Expenditures
Hearing Officer P.O.	General Funds	\$1,500.00
Hearing Officer P.O.	General Funds	\$1,500.00
Veritext (transcriptions)	General Funds	\$2,000.00
Certified Mail for Hearings	General Funds	\$250.00
Board Member Stipends	General Funds	\$8,500.00
eBoard (Simbli)	General Funds	\$2,750.00
PESBA Dues	General Funds	\$1,500.00
Mileage Expenses	General Funds	\$2,000.00
Miscellaneous	General Funds	\$1,000.00
		TOTAL \$21,000.00

Section 14-G. Within the last three fiscal years, have there been any external factors that have positively or negatively impacted the entity’s revenue or expenditures?

The Standards Board has had a varying budget in the past. Until fiscal year 2019, Board member stipends were not counted as part of the Board’s operating budget, as they are paid out of payroll funds. In Fiscal Year 2019 they were included in the \$21,000 the Board is allotted in its budget. The budget allocation has remained the same at \$21,000 since Fiscal Year 2019. This budget amount has been sufficient for the basic operations of the Board. However, as the number of hearings in a given year is impossible to predict, having a sufficient amount for basic operations cannot be said to always be the case. There are limited funds to purchase any office equipment, or to fund the Executive Director’s and Board members’ attendance at conferences sponsored by the National Association of State Directors of Teacher Education and Certification, which include meetings of the Professional Educator’s Standards Boards Association, or any local

education conferences. In addition, the Standards Board does not have any funds to purchase updated technology. Support staff are provided technology from the Department, but Board members are currently using iPads purchased in 2016 and which no longer can be upgraded.

The pandemic had a major positive effect on the Standards Board's expenditures. Prior to the pandemic, one of its largest expenses was paying the mileage for Board members to attend meetings in Dover. In April of 2020, the Standards Board moved to online meetings and only resumed meeting in a hybrid fashion in April of 2022. Currently there are usually only between four and six members attending each meeting in person, and who may be eligible for mileage reimbursement.

SECTION 15: LICENSING PROCESS

Section 15 of the Self-Report may not be applicable. This section will apply if the entity reviews applications and/or issues licenses. If unsure, please contact JLOSC staff.

- **If this section is applicable, answer all questions in Section 15.**
- **If this section is not applicable, write below that the entity does not review applications or issue licenses, and skip to Section 16.**

Section 15-A. Please list each of the licenses, certificates, or approval notices issued by the entity and include the following information:

- **Indicate how many are currently licensed, and whether an individual or institution receives the license.**
- **Standard date of and requirements for renewal.**
- **Criteria for determining qualifications for licensure.**
- **Period for which a license is valid.**

The Standards Board has authority over the development and approval of educator licenses and certifications. However, the Department issues licenses, certificates, and permits that an individual may hold. A person may hold only one license at a time, but may hold several certificates. There are three different licenses. An initial license is valid for up to four years and may not be renewed. A continuing license is issued upon completion of all initial licensure requirements and is valid for five years. It may be renewed if an educator demonstrates completion of 90 clock-hours of professional learning. An advanced license is issued to those with certification from the National Board of Professional Teaching Standards and is valid for the duration of the NBPTS certificate. A paraeducator permit is held by paraprofessionals.

The Emergency Certificate and the Certificate of Eligibility each expire at the end of the school year, and are not considered full credentials. They are held by individuals working toward standard credentials.

There are 44 standard certificates which are currently issued. There is one that is no longer being issued (14 Del. Admin. C. § 1555 Marketing Education Teacher). There are also three in various stages of the development process. Standard Certificates do not expire.

Criteria for issuance of each license and certificate may be found at the PSB regulations website:

<https://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>

Below is a list of licenses and certificates and permits under the jurisdiction of the Board.

- 1504 Certificate of Eligibility
- 1506 Emergency Certificate
- 1510 Initial License
- 1511 Continuing License
- 1512 Advanced License
- 1517 Paraeducator Permit
- 1520 Early Childhood Teacher
- 1521 Elementary Teacher
- 1522 Elementary School Counselor
- 1531 Middle Level English Language Arts Teacher
- 1532 Middle Level Mathematics Teacher
- 1533 Middle Level Science Teacher
- 1534 Middle Level Social Studies Teacher
- 1539 Health Education Teacher
- 1540 Secondary English Language Arts Teacher
- 1542 Secondary Mathematics Teacher
- 1543 Secondary Science Teacher
- 1544 Secondary Social Studies Teacher
- 1545 Secondary School Counselor
- 1549 Dance Teacher
- 1550 Agriscience Teacher
- 1551 Business, Finance, or Marketing Education Teacher
- 1553 Driver and Traffic Safety Education Teacher
- 1554 Family and Consumer Sciences Teacher
- 1555 Marketing Education Teacher (No Longer Issued)
- 1556 School to Work Transition Teacher
- 1557 Technology and Engineering Teacher
- 1558 Theatre Teacher
- 1559 Skilled and Technical Sciences Teacher
- 1560 Visual Arts Teacher
- 1561 Bilingual Teacher
- 1562 Teacher of English Learners
- 1563 Music Teacher
- 1564 Physical Education Teacher
- 1565 World Language Teacher
- 1568 Elementary Dual Language Immersion Teacher (New as of June 1, 2023)
- 1570 Early Childhood Exceptional Children Special Education Teacher

- 1571 Special Education Teacher of Students with Disabilities
- 1572 Teacher of Students Who Are Gifted and Talented
- 1573 Teacher of Students with Autism or with Severe Intellectual Disabilities
- 1574 Teacher of Students Who Are Deaf or Hard of Hearing
- 1575 Teacher of Students with Visual Impairments
- 1580 School Library Media Specialist
- 1581 School Reading Specialist
- 1582 School Nurse
- 1583 School Psychologist
- 1584 School Social Worker
- 1585 School Behavior Analyst (New - in process)
- 1586 School Behavior Analyst Assistant (New - in process)
- 1591 School Principal and Assistant School Principal
- 1592 Certified Central Office Personnel
- 1593 Superintendent and Assistant Superintendent
- 1594 Special Education Director
- 1596 Charter School Leader (New - in process)

Section 15-B. Please provide the following data for each license, certificate, or approval notice issued by the entity during calendar years 2020, 2021, 2022, and 2023 (to date). Include additional charts, if necessary:

The Standards Board does not issue licenses or certificates.

Section 15-C. Do licenses issued by the entity have reciprocity or endorsement agreements with Delaware? If so, provide a list of all states and jurisdictions that have licensing reciprocity or endorsement agreements with Delaware. Indicate if the entity requires a signed agreement or endorsement from another state or jurisdiction before a Delaware license is issued?

Delaware is part of the National Association of State Directors Teacher Education and Certification (NASDTEC) interstate agreement, but does not have formal reciprocity agreements with other states. Reciprocity language is written into Section 3.0 of each regulation, and in general Delaware has open reciprocity for all licensed and certified educators from other states. There are five exceptions. 14 Del. Admin. C. § 1582 School Nurse, requires a Bachelor of Science in Nursing in addition to out-of-state licensure. School administrator regulations (14 De. Admin C. § 1591- § 1595) require an education-related master’s degree and, if a person has fewer than five years of experience as an administrator, achievement of a minimum score on the applicable Praxis exam.

Application Fees:

Section 15-D. Are any application fees collected by the entity? If so, complete the chart below. Modify chart rows as needed.

The Standards Board does not collect fees. However, there is a first-time application fee assessed by the Department of \$100. This is a one-time only fee, which is refunded to educators who become employed by a Delaware public school. 14 *Del. C.* § 122(b)(27).

Section 15-E. If application fees are collected, when are fees due? Where are fees deposited? What happens if the fee is not paid? Are there any reduced fee options?

The fee is due at the time of application and is collected online. The funds are deposited into the Department of Education budget and held for reimbursement. Applications cannot be submitted without a fee. There are no reduced fee options.

Section 15-F. If application fees are collected, has the entity conducted a financial analysis to determine if the current application fees are sufficient to cover the cost of processing applications? Do the current application fees need to be updated or revised? Please explain, indicating whether the application fees can be changed directly by the entity or if legislative approval is required.

Application fees do not cover the cost of processing applications. That cost is borne by the Department. Legislative approval is required to modify the fee and the reimbursement process. It is not under the jurisdiction of the Standards Board.

Application Process:

Section 15-G: Describe the application review process. Include where applications are obtained. Who reviews applications? How are applicants informed of decisions?

The application process is an online process administered by the Department by the Licensure and Certification work group. It is not under the jurisdiction of the Standards Board.

<https://deeds30.doe.k12.de.us/#/>

Examinations:

Section 15-H. If there is an examination requirement to obtain a license, address the following questions:

There are over 50 tests that are associated with teacher certification in Delaware. A spreadsheet of tests and the certifications that they are used for is included in Licensure Testing document folder, and in Appendix B. Delaware uses two vendors for testing, the first is Educational Testing Service (ETS) and the second is the American Council of Teachers of Foreign Languages (ACTFL). ETS offers Praxis exams in several different areas, and ACTFL offers proficiency exams in several world languages. ETS has recently renewed several of their Praxis exams and both tests are currently accepted. In general Delaware will continue to accept test scores from a discontinued but previously adopted test for five years after the date of discontinuation.

1. Is the examination written, oral, or both?

Exams differ depending on the area of certification. In general, these are written exams. However, world languages certification involves both written and oral exams for both types of tests used (Praxis or ACTFL OPI and WPT).

2. Is a standardized national examination used?

Yes, all exams are standardized national exams.

3. Who develops and scores the exam?

Our vendors develop and score the exams, which are reported to Delaware.

4. Are all aspects of the examination validated?

Yes

5. Who administers the exam, where is it administered, and how often is the exam given?

The organization that develops the tests also administers the tests in accordance with their protocols. They are mostly administered on a rolling, as needed basis, but some low-volume tests are only scheduled between four to six times per year. Since June of 2020, ETS has offered an at-home testing option, which was developed when testing centers across the country closed because of the pandemic. ACTFL oral proficiency interviews and written proficiency tests must be proctored, but can be administered on demand virtually.

6. During each of the previous three calendar years, how many persons sat for an exam, and of those, how many successfully passed?

Please see one-year pass rate spreadsheets for the past three academic years, which are included in the Licensure Testing Documents Folder. Note that there are two files. The first contains data only from Delaware educator preparation programs, and the other is for all those who have taken tests and submitted scores to Delaware Department of Education. The data only include tests taken in that year, not taken previously and submitted to Delaware in the year indicated.

The data do not include ACTFL oral and written proficiency exams administered by Language Testing International. The Standards Board does not have that data. It must be requested from the Department of Education.

SECTION 16: RECONSIDERATION, APPEAL, SANCTIONS, REVOCATION

Reconsideration:

Section 16-A: Is there a process for application or entity decision reconsideration (a process prior to a formal appeal, sometimes referred to as an administrative reconsideration)? This could also apply to reconsidering budget decisions made by the entity. If so, please explain.

If the Department proposes to deny an application for licensure or certification, the applicant may request a hearing before the Standards Board.

Appeal:

Section 16-B: Can an applicant, group, or individual appeal an entity decision? If so, explain the process for appeal.

Yes, an individual may appeal a Standards Board decision regarding licensure denial or discipline to the Superior Court of Delaware.

Sanctions:

Section 16-C: Can the entity issue sanctions? If so, explain the sanction process.

The license denial and disciplinary process is outlined in Section 9.

Revocation:

Section 16-D: Does the entity have a revocation process? If so, explain the process.

The license denial and disciplinary process is outlined in Section 9.

SECTION 17: SELF-REPORT AUTHOR(S)

Section 17-A: Include all Self-Report author(s) and contact information below.

- **All Self-Report author(s) listed below certify the information supplied in this Self-Report is correct to the best of their ability.**
 - **Reminder to entity under review: Any updates or corrections to Self-Report contents and entity information must be submitted to JLOSC staff in a timely manner during the entire period of review.**

The Standards Board authorized a Sub-committee of members to author the report. All authors can be contacted through the Executive Director, Linnea Bradshaw.

Linnea Bradshaw, Executive Director Professional Standards Board
John W. Collette Education Resource Center
302-735-4276
35 Commerce Way
Dover, DE 19904
Linnea.bradshaw@psb.k12.de.us

Casey Montigney – Chair of the Professional Standards Board, member of the Sunset Review Sub-committee

David Kohan – Vice-Chair of the Professional Standards Board, member of the Sunset Review Sub-committee

Earle Dempsey – Member of the Sunset Review Sub-committee

Laura Makransky – DAG assigned to the Professional Standards Board

Section 17-B: This Self-Report was submitted to JLOSC staff on: May 26, 2023

APPENDICES

DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
PROFESSIONAL STANDARDS COUNCIL
POSITION PAPER

BACKGROUND

It is generally recognized that education will undergo significant change during the decade of the 90's. The impact of such change will cause a need for teachers and administrators to acquire new skills that will help them address new demands. This change shall also have profound effects on the nature of both preservice and inservice programs along with a bold new look at the licensure and certification of teachers and administrators.

History shows that changes to certification requirements in Delaware have been infrequent and those changes that have occurred have come as a result of efforts by individual groups with a mission to upgrade the status of a single area of interest.

Accepting proposals for modifying certification requirements that evolve from the needs of those affected is a process that should be continued. However, the total perspective should be broadened. There needs to be a review panel that can assess recommendations from a variety of viewpoints and make appropriate recommendations to the State Board of Education that will enhance the total system--not just the limited perspective of the affected group. Additionally, there needs to be a process where the policies, rules and regulations are systematically reviewed and challenged to ensure the system remains flexible, maintains and improves standards, and generally provides the opportunity for the best people to be teaching and administering in our schools.

PURPOSE

It is recognized that there is a need to ensure that the preparation of new teachers/specialists and administrators, as well as the professional growth of experienced educators, is responsive to the ever-changing needs of Delaware public schools. In response to this need, the Delaware State Board of Education, as authorized by Title 14, Section 122(b)(7) of the Delaware Code, establishes a Professional Standards Council. This Professional Standards Council shall serve in an advisory capacity to the State Board of Education regarding matters of standards that assure professional competence, and rules and regulations concerning teacher/specialist and administrator education and certification in Delaware.

COMPOSITION

It is also recognized that a variety of perspectives must be a part of the process that deals with professional development. These include teachers/specialists and administrators that are directly affected, higher education, management, parents, business and industry, and members of government. These perspectives are essential for the broad understanding of the needs to which schools must respond as well as for the coordination of the changes that are necessary to make preservice and inservice programs most effective.

The Professional Standards Council shall consist of 21 members. The composition of the Council shall be as follows:

- Five Eight Teachers/Specialists
- Two School Level Administrators
- One Superintendent
- One District Personnel Officer
- Two Teacher Trainers from Higher Education
- One School Board Member
- One Parent
- One Representative from Business and Industry
- One Representative from the Office of the Governor
- One Representative from the Department of Public Instruction
- Two Legislators

The Director of the Professional Development and Certification Division shall serve as the Executive Secretary of the Council but will be a non-voting member. Other members of the Professional Development and Certification Division shall serve in a non-voting capacity as coordinators and facilitators. In addition, the Deputy Superintendent for Instruction and the Assistant Superintendent for Instruction shall serve as non-voting ex-officio members.

The chairperson and vice-chairperson must be voting members who shall be elected by the Council and serve for a period of two years.

APPOINTMENT

Committee members shall be appointed to serve for a term of two years by the State Superintendent from nominations made by the represented groups, and when appropriate from open nominations. Opportunities for open nominations will be advertised in advance. To maintain consistency and continuity at the inception of the Council, ~~11~~ eleven members randomly selected shall serve for two years, while the other ~~10~~ ten shall serve for terms of three years. Vacancies which occur as a result of a member not being able to complete his/her term will be filled by appointment by the State Superintendent from a list of nominees submitted by the organization of the former member. The replacement will be appointed for a period of time equal to the remainder of the term of the member he/she is replacing.

POWERS AND DUTIES OF THE COUNCIL

The Council shall recommend policies and regulations:

- a. governing the qualifications, certification and licensure of teachers/specialists, administrators and substitute teachers in all of the public schools in the state including alternative certification requirements;
- b. governing the issuance, renewal and rescission of certificates and licenses;
- c. governing the establishment of mentoring and intern programs;
- d. governing reciprocity agreements with other governmental entities which deal with the qualifications, certification and licensure of teachers/specialists and administrators;
- e. governing the performance assessment requirements of potential and beginning teachers/specialists and administrators;
- f. governing recruitment and retention activities;
- g. governing teacher/specialist and administrator development and appraisal.

SCOPE OF WORK

Because of a national debate, as well as the rapidly changing needs of schools, it is anticipated that significant modifications in licensure and certification standards will evolve in the near future. However desirable as this may be, change will not be immediate. The reasons are many and legitimate--especially to a small State like Delaware.

First, there is no clear agreement regarding what these changes should be. The premature establishment of new requirements could result in isolating Delaware and compromising our ability to deliver programs essential to the acquisition of new skills by staff as well as hinder our ability to recruit out-of-state candidates to Delaware. Although Delaware may want to lead the way in identifying more meaningful requirements relating to licensure and certification, for reasons stated previously, it is essential that these new requirements be implemented in a planned and coordinated fashion. Because Delaware recruits the majority of its staff from other states, we must be sensitive to the impact different standards will have on reciprocity programs. Additional requirements placed on veteran teachers/specialists and administrators who want to come to Delaware might be perceived as inappropriate hurdles when compared to requirements imposed by other states.

Finally, if new standards are going to be initiated, there has to be some assurance that training programs essential to satisfying these new standards are available. This concern addresses the need for close coordination and cooperation with higher education to help respond to any new requirements in either undergraduate or graduate level programs.

Because of the issues presented above and the refinement of certification requirements currently underway at the Department of Public Instruction, it is suggested that the activities of the Professional Standards Council be addressed from both a short-range and long-range perspective as follows:

SHORT RANGE

Since most of the certificates in Delaware have not been reviewed and updated since 1974 it is necessary to complete the recently initiated process as soon as possible. Committees reviewing certificates have been encouraged to approach their task from a new perspective and consolidate where appropriate. In some instances, changes will be proposed, but the degree of change will vary.

A most important task for the Council during this period of time will be to receive proposals for change, initiate a debate regarding form and format for changes in licensure and certification, develop recommendations regarding the nature of and coordination with higher education and programs in other states, and make recommendations regarding what new standards for licensure and certification should be. It is anticipated that these new standards will address the types of skills necessary for today's teachers/specialists and administrators and move away from the "course count" approach that currently exists. The Council should then establish a schedule for recommending revisions in standards to the State Board of Education.

Specific tasks to be accomplished during this period include:

1. Establishing criteria to review current certificates and complete the review process;
2. Reviewing alternative certification programs in Delaware and make appropriate recommendations to the Department of Public Instruction;
3. Reviewing progress of the Pilot Beginning Teacher Assessment/Mentoring Program conducted in cooperation with Educational Testing Service;
4. Educating itself regarding the issues and concerns associated with the refinement of certification and licensure standards;

5. Recommending changes in licensure and certification to the Department of Public Instruction;
6. Defining a schedule for updating standards;
7. Monitoring policy rules, regulations and procedures to determine feasibility and consistency;
8. Examining availability, relevance and quality of college course offerings and inservice programs;
9. Examining the method for awarding inservice credit;
10. Monitoring teacher/specialist and administrator supply and demand.

LONG RANGE

Defining new standards will be a difficult process. There are many issues regarding pedagogy, content, and learning theory that will have to be resolved. Additionally, attention will need to be given to how social service skills need to be addressed. Issues regarding cooperation and coordination will have to be reconciled. Finally, issues regarding alternative routes which college graduates can take to get into teaching, special area and management positions must be reviewed and modified. From a long-range perspective the role of this Council will be to implement a plan that it recommended to and ultimately was adopted by the State Board of Education.

Future tasks requiring attention include:

1. Implementing a review of certificates in accordance with new standards and the new review cycle;
2. Recommending policy and regulations based on new standards;
3. Monitoring procedures to ensure consistency and efficiency of service;
4. Recommending appropriate changes in standards;
5. Examining the availability, relevancy and quality of course offerings and inservice programs.

REAUTHORIZATION

After a period of four years, the State Board of Education will consider the reauthorization of the Professional Standards Council based upon an evaluation of the services provided by the Council relative to the needs of the educational system.

WJM/kdh
4/4/91
93+

Appendix B

PSB Regulation Code and Name	Praxis Test Code	Praxis Test Name	Date Adopted	Last MSSS	RSV	DE Adoption Score	Revised Score	Revised Score Date	Notes
1501 Knowledge Skills and Resp Salary Supplements for Educato	n/a	n/a	n/a	n/a	n/a	n/a			
1502 Prof Growth Salary Increments	n/a	n/a	n/a	n/a	n/a	n/a			
1503 Educator Mentoring	n/a	n/a	n/a	n/a	n/a	n/a			
1505 Standard Certificate	n/a	n/a	n/a	n/a	n/a	n/a			
1606 Emergency Certificate	n/a	n/a	n/a	n/a	n/a	n/a			
1510 Initial License	n/a	n/a	n/a	n/a	n/a	n/a			
1511 Continuing License	n/a	n/a	n/a	n/a	n/a	n/a			
1512 Advanced License	n/a	n/a	n/a	n/a	n/a	n/a			
1513 Denial of Licenses and Permits	n/a	n/a	n/a	n/a	n/a	n/a			
1514 Limitation, Suspension, and Revocation of Licenses, Certifi	n/a	n/a	n/a	n/a	n/a	n/a			
1515 Hearing Procedures and Rules	n/a	n/a	n/a	n/a	n/a	n/a			
1516 Professional Standards Board Standing Committees	n/a	n/a	n/a	n/a	n/a	n/a			
1517 Paraeducator Permit	1755	ParaPro Assessment	Sep-02	October 2002 (joint study)	459	459			
1520 Early Childhood Teacher	5024	Education of Young Children	Sep-14	February 2014	160	160			
1521 Elementary Teacher									
All Subjects (Combined Test)	5001	Elem Ed: Multiple Subjects	Jul-14	Multiple Dates	NA	series			
RLA	5002	Reading and Language Arts Subtest	"	February 2014	157	157			
Math	5003	Mathematics Subtest	"	February 2014	157	157			
Social Studies	5004	Social Studies	"	August 2011	155	155			
Science	5005	Science	"	August 2011	159	159			
All Subjects (Combined Test CKT minus SS)	7801	Elementary Education: Content Knowledge for Teaching	May-18	Multiple Dates	NA	series			Still Allowed - No Longer available
RLA	7802	Elementary Education: Reading and Language Arts - CKT	May-18	July 2016	161	156			Still Allowed - No Longer available
Math	7803	Elementary Education: Mathematics - CKT	May-18	July 2016	150	143			Still Allowed - No Longer available
Science	7804	Elementary Education: Science - CKT	May-18	June 2017	154	144			Still Allowed - No Longer available
Social Studies	7805	Elementary Education: Social Studies	May-18	August 2011	155	155			Still Allowed - No Longer available
All Subjects (CKT Combined Test)	7811	Elementary Education: Content Knowledge for Teaching	Apr-20	Multiple Dates	NA	series			
RLA	7812	Elementary Education: Reading and Language Arts - CKT	Apr-20	July 2016	161	156			
Math	7813	Elementary Education: Mathematics - CKT	Apr-20	July 2016	150	143			
Science	7814	Elementary Education: Science - CKT	Apr-20	June 2017	154	144			
Social Studies	7815	Elementary Education: Social Studies CKT	Apr-20	April 2019	161	153			
1522 Elementary School Counselor	5421	Professional School Counselor	Jan-17	March 2012	156	156			Sunsets on August 31 2023
" "	5422	School Counselor	Apr-23	October 2021	159	159			
1531 Middle Level ELA Teacher	5047	Middle School English Language Arts	Sep-13	March 2013	164	164			
1532 Middle Level Mathematics Teacher	5169	Middle School Mathematics	Sep-13	February 2013	165	165			Still Allowed - No Longer available
" "	5164	Middle School Mathematics	Jul-22	February 2021	157	155			
1533 Middle Level Science Teacher	5440	Middle School Science	Sep-14	February 2014	150	150			Still Allowed - No Longer Available
" "	5442	Middle School Science (regenerated)	Oct-20	January 2020	152	152			
1534 Middle Level Social Studies Teacher	5089	Middle School Social Studies	Sep-11	October 2005 (state-specific)	164	164			
1539 Health Education Teacher	5551	Health Education	Sep-13	NA	NA	162			
" "	5857	Health & Physical Education Content Knowledge	Sep-14	November 2013	160	160			
1540 Secondary ELA Teacher	5038	English Language Arts Content Knowledge	Sep-13	March 2013	167	167			
1542 Secondary Mathematics Teacher	5161	Mathematics Content Knowledge	Sep-13	February 2013	160	160			Still Allowed - No Longer available
" "	5165	Mathematics (Regenerated)	Nov-21	January 2021	159	152			
1543 Secondary Science Teacher									
	5435	General Science Content Knowledge	Sep-12	October 2005 (state-specific)	165	160	151	7/1/2021	Sunsets on August 31 2023
	5436	General Science	Jan-23	March 2022	141	141			
	5235	Biology: Content Knowledge	Sep-12	October 2005 (state-specific)	157	157	150	7/1/2021	Sunsets on August 31 2023
	5236	Biology	Jan-23	November 2021	154	154			
	5245	Chemistry: Content Knowledge	Sep-12	October 2005 (state-specific)	164	158	151	7/1/2021	Sunsets on August 31 2023
	5246	Chemistry	Jan-23	May 2021	146	146			
	5571	Earth & Space Science: Content Knowledge	Sep-12	March 1996 (state-specific)	150	150	N/A		Sunsets on August 31 2023
	5572	Earth & Space Science	Jan-23	December 2021	154	154			
	5265	Physics Content Knowledge	Sep-12	February 2012 (joint study)	146	144	140	7/1/2021	Sunsets on August 31 2023
	5266	Physics	Jan-23	November 2021	145	145			
1544 Secondary Social Studies Teacher	5081	Social Studies Content Knowledge	May-12	March 1996 (state-specific)	171	157			
1545 Secondary School Counselor	5421	Professional School Counselor	Jan-17	March 2012	156	156			
	5422	School Counselor	Apr-23	October 2021	159	159			

PSB Regulation Code and Name	Praxis Test Code	Praxis Test Name	Date Adopted	Last MSSS	RSV	DE Adoption Score	Revised Score	Revised Score Date	Notes
1549 Dance Teacher	n/a	n/a	n/a	n/a	n/a	n/a			
1550 AgriScience Teacher	5701	Agriculture	Jul-14	October 2013	147	147			
1551 Business, Finance or Marketing Education Teacher	5101	Business Education Content Knowledge	Sep-12	September 2009	154	154			
1553 Driver Ed/Traffic Safety Education Teacher	n/a	n/a	n/a	n/a	n/a	n/a			
1554 Family and Consumer Sciences Teacher	5122	Family and Consumer Sciences	Jul-14	October 2013	153	153			
1555 Marketing Education Teacher	5561	Marketing Education	Sep-14	NA	NA	166			Certificate no longer issued as of January 2023
1556 School to Work Transition Teacher	n/a	n/a	n/a	n/a	n/a	n/a			
1557 Technology and Engineering Teacher	5051	Technology Education	Sep-13	September 2010	159	159			
1558 Theatre Teacher	5641	Theatre	Jul-14	NA	NA	153			
1559 Skilled and Technical Sciences Teacher	n/a	n/a	n/a	n/a	n/a	n/a			
1560 Visual Arts Teacher	5134	Art Content Knowledge	Sep-12	November 2010	158	158			
1561 Bilingual Teacher	ACTFL OPI/WPT	Proficiency in English and other language	Dec-16	NA		Advanced-Mid			
1562 Teacher of English Learners	5362	English To Speakers of other Languages	Oct-17			149			
1563 Music Teacher	5113	Music Content Knowledge	Sep-12	November 2011	161	155			
1564 Physical Education Teacher	5091	Physical Ed Content Knowledge	May-12	July 1997 (state-specific)	147	152			
" "	5857	Health & Physical Education Content Knowledge	Sep-14	November 2013	160	160			
1565 World Languages Teacher									
Chinese	5665	Chinese (Mandarin) World Language	Jul-14	April 2012	164	164			
French	5174	French World Language	Sep-10	July-August 2009	162	162			
German	5183	German World Language	Sep-10	July-August 2009	163	163			
Latin	5601	Latin	Jul-14	NA	NA	152			
Spanish	5195	Spanish World Language	Sep-10	July-August 2009	168	168			
Other languages (but also including the above)	ACTFL OPI/ASLPI			Interview Proficiency Exam		Intermediate High			
1570 Early Childhood Exceptional Children Special Education Te	5692	Sp Ed: Preschool/Early Childhood	not adopted	December 2021	159	not adopted			
1571 Special Education Teacher of Students with Disabilities	5354	Special Education Core Knowledge and Applications	Sep-11 adoption anticipated in late 2023	January 2010	151	151			Will sunset on August 31 2024
" "	5355	Special Education: Foundational Knowledge	2023	January 2023	145	145*			*Score not officially adopted. DE panel met on 3/22/23
1572 Teacher of Students who are Gifted and Talented	5358	Gifted Education	Jan-15	November 2013	157	157			
1573 Teacher of Students with Autism or with Severe Intellectual	5547	Special Education: Severe to Profound Test	not adopted	February 2023	156	not adopted			
1574 Teacher of Students Who are Deaf or Hard of Hearing	5272	Sp Ed: Education of Deaf and HOH Students	not adopted	October 2011	160	not adopted			
" "	634	ASLPI with Gallaudet	not adopted	Interview Proficiency Exam	n/a	not adopted			
1575 Teacher of Students with Visual Impairments	5383	Sp Ed: Teaching Students with Visual Impairments	not adopted	February 2012	151	not adopted			
" "	633	Braille Proficiency	not adopted	??	n/a	not adopted			
1580 School Library Media Specialist	5311	Library Media Specialist	not adopted	n/a	n/a	not adopted			
1581 School Reading Specialist	5301	Reading Specialist	Sep-12	August 2011	164	164			Still Allowed - No Longer available
	5302	Reading Specialist	Oct-22	October 2019	165	165			
1582 School Nurse	n/a	Outside Exam for Nursing license	n/a	n/a	n/a	n/a			
1583 School Psychologist	5402	School Psychologist	Nov-21	November 2013	147	147			Will sunset on August 31, 2023
	5403	School Psychologist	Apr-23	February 2022	155	155			
1584 School Social Worker	n/a	Outside Exam for Social Work license	n/a	n/a	n/a	n/a			
1590 Delaware Administrator Standards	n/a	n/a	n/a	n/a	n/a	n/a			
1591 School Principal and Assistant School Principal	6990 (6991 also)	School Leaders Licensure Assessment	Dec-20	January 2018	151	151			
	5412 (6990 and 6991 also)								
1592 Certified Central Office Personnel	6991	Educational Leadership: Adm and Super	Dec-20	Jan-18	146	146			
1593 Superintendent or Assistant Superintendent	6991	School Superintendent Assessment	Dec-20	January 2019	162	162			
	5412 (6990 and 6991 also)								
1594 Special Education Director	6991	Educational Leadership: Adm and Super	Dec-20	January 2018	146	146			
1597 Delaware professional Teaching Standards	n/a	n/a	n/a	n/a	n/a	n/a			
1598 Delaware Professional Development Standards	n/a	n/a	n/a	n/a	n/a	n/a			
1599 Delaware Educational Technology Standards	n/a	n/a	n/a	n/a	n/a	n/a			
n/a = not applicable									
Items in red are discontinued tests, but are still accepted if taken earlier									
Items in blue are tests that have not been adopted in DE									
Highlighted in yellow, means the certificate is no longer being offered									

Appendix C

Memorandum of Understanding between the Delaware Department of Education and the Professional Standards Board

I. TITLE OF THE AGREEMENT

This agreement shall be known as the Memorandum of Understanding (the "MOU") between the Delaware Department of Education (the "Department") and the Professional Standards Board (the "Board").

II. PARTIES INVOLVED

The parties to this MOU are the Department and the Board. The Department derives its authority from Title 14 (Education), Chapter 1. The Board derives its authority from Title 14 (Education), Chapter 12.

III. PURPOSE

The purpose of this MOU is to set forth the parties' understanding of the management of the Board's Executive Director.

IV. TERMS OF AGREEMENT

WHEREAS, the Board was created to work in conjunction with the Department, and

WHEREAS, the majority of the voting members of the Board appoint an Executive Director of the Board, and

WHEREAS, the Executive Director serves at the pleasure of the majority of the voting members of the Board, and

Now therefore, this 2nd day of May, 2019, the parties hereby agree to the following terms and conditions:

A. Term. This MOU shall take effect on the date written above and shall continue through and including December 31, 2019. The MOU shall automatically renew on January 1 of each year unless it is amended, modified, or terminated. The MOU may be amended or modified only in writing signed by both parties. The MOU may be terminated by either party upon 30 days' written notice to the other party.

B. Hiring of the Board's Executive Director. The Board shall work in close coordination and collaboration with the Department to post a position description for the Executive Director position in accordance with the Department's hiring policies and procedures. A representative from the Department shall participate in

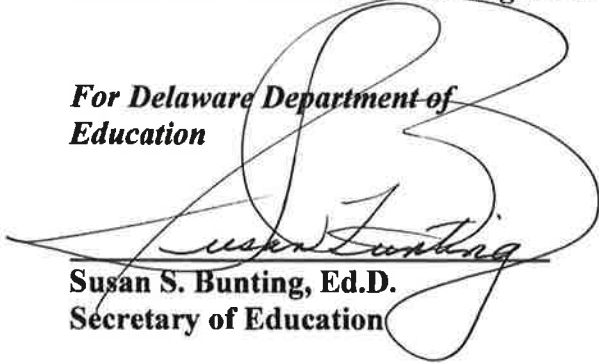
interviews to provide guidance on the hiring process. The Board shall make the ultimate hiring decision.

- C. **Management of the Board's Executive Director.** The Secretary of Education or his or her designee shall manage and supervise the Board's Executive Director with regard to the Executive Director's day to day activities, conduct, and compliance with Departmental policies.
- D. **Scope of Board's Executive Director's Duties and Responsibilities.** The Executive Director's duties and responsibilities include providing coordination, planning, implementation, and follow-up on meetings of the Board and its committees; providing analysis, advice, and support with the development of rules and regulations regarding educator licensure and certification; conducting research and special projects for the Board upon its request; assisting in the development and management of the Board's long-range planning and policy review process, including an annual evaluation of progress and statutorily mandated quarterly reports to the General Assembly, Governor, State Board of Education's Executive Director, and the Secretary of the Department of Education; serving as the Board's information officer; functioning as the State contact for vendors relative to approved required assessments for educators; insuring board operations are conducted in compliance with Department administrative policies and procedures (e.g., finance, human resources, IT, communications); providing an in-depth orientation to new Board members; and working collaboratively with the Governor's Office of Boards and Commissions to insure a full complement of Board membership. Other duties and responsibilities assigned to the Executive Director shall be directly related to the Professional Standards Board unless there is prior written approval by the Board.
- E. **The Department's Human Resource Policies and Procedures.** The parties agree that all Department human resource policies and procedures applicable to the Department's appointed staff shall apply to the Board's Executive Director. When Department policies require approval for leave, travel, flex time, alternative work schedules, etc., the Executive Director shall seek such approval from the Secretary of Education or his or her designee.
- F. **Department Reports to the Board.**
 - 1. **Annual Report.** The Department shall submit a written review of the Executive Director's day to day activities, conduct, and compliance with Departmental policies to the Board by the timeframe outlined in the Department's employee evaluation policies and procedures.
 - 2. **Immediate Concerns.** Any concerns regarding the Board's Executive Director's day to day activities, conduct, or compliance with Departmental policies shall be immediately reported, in writing, to the Board's Chairperson.

- G. Approval.** The undersigned authorized individuals of the Department and the Board commit their respective organizations to the terms of this MOU.

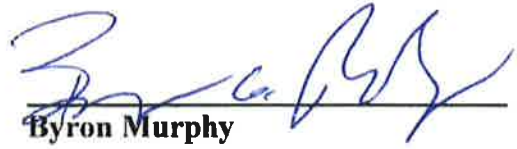
Nothing contained herein shall affect that the Executive Director is an at will employee who serves at the pleasure of the Board. The undersigned hereby agree to the terms of this Memorandum of Understanding on this 2nd day of May, 2019.

*For Delaware Department of
Education*



Susan S. Bunting, Ed.D.
Secretary of Education

For Professional Standards Board



Byron Murphy
Chairperson

Appendix D

PROFESSIONAL STANDARDS BOARD – REGULATIONS REVIEW PROCESS

Timing	Meeting or Actions
First of the month (Month 1)	Set meeting with Content Expert Notify Offices of the Secretary and Workforce Support of the work beginning on regulation.
First Thursday PSB (Month 1)	Notify of work Starting via ED Report/ask for feedback
Second Tuesday PSB/DOE (Month 1)	Gather information and feedback as part of process if needed.
Start around the 15 th of the month (Month 1 In reality this process may take several months. However, each regulation is different.)	<p>Initial Draft</p> <p>Information sources:</p> <ul style="list-style-type: none"> ▪ Any easily identified new changes in format. ▪ Any changes to bring regulation in line with current practice. ▪ Changes identified through the regulations review conducted internally with DOE/PSB ▪ Any changes identified as needed by content area expert. <p>Preliminary Data Collection</p>
First Thursday (Month 2) PSB (1st read)	Information shared with PSB. Discussion only What additional data are needed in order to update this regulation successfully?
First Friday (Month 2)	Initial Draft sent to L&C for review after PSB
Second Tuesday (Month 2) PSB/DOE	Go over initial Draft Share PSB Feedback Look at Data if needed Invite content area expert and others as needed
Second Wednesday (Month 2) LCCC	Share information (not draft) with LCCC. Tell them the draft will be available for recommendations next month.
Four Intervening weeks	Revise as needed DOE Cabinet input Further meetings with content if large amounts of revision are necessary
First Thursday (Month 3) PSB (1st read)	Share draft with PSB – Discussion and Review.

PROFESSIONAL STANDARDS BOARD – REGULATIONS REVIEW PROCESS

Second Tuesday (Month 3) PSB/DOE	Share progress with L&C
Second Wednesday (Month 3) LCCC	Bring to LCCC- Data and Drafts for Feedback and recommendations LCCC Votes to forward to PSB
Three intervening weeks	Prepare final draft for PSB
First Thursday (Month 4) PSB Second read	PSB – Vote to Publish in R of R
First Thursday (Month 5) PSB	(Month of publication)
First Thursday (Month 6) PSB	Consider any comments received Consider any further amendment is needed If not - Vote to Forward to SBE If amendment needed – Vote to re-publish
Third Thursday (Month 6) SBE	SBE votes for Final Order. SBE is usually held after the Registrar’s monthly deadline, so the Final Order is held until the 15 th of the next month.
First of the Month (Month 8)	Final Order Published.



WEEKLY MEMO

April 25, 2023

In the News

- [Student Maiss Hussein to represent Delaware](#) at national Poetry Out Loud finals
- Governor Carney to host [State of the State town halls](#)

Job Openings

- Wilmington Learning Collaborative [executive director post extended](#)
- [DDOE is hiring](#) for the following. Please share as appropriate.
 - Education Associate, Financial Aid and Scholarship Administrator
 - Education Specialist, Enterprise Training Specialist

- o Administrative Secretary I, Technology and Data Office
- o Secretary, State Board of Education (Casual Seasonal/part-time position)
- o Administrative Secretary I, DACCTE
- o School Psychologist (contractor)
- o Additional Delaware education jobs are listed on joindelawareschools.org/.

Weekly Information



Deadline before next memo



New item



Recurring item

For Action



School calendars due April 30

Delaware Code requires districts to adopt their school calendars by **April 30** of each year. In addition, the attached [hourly attendance survey](#) should be completed and submitted at the same time.

Charter schools are required to meet the terms of their approved charters when preparing their school calendar. When a charter specifies a number of instructional days and specifies the length of the instructional days, the school's calendar for each school year must be consistent with what is in the charter even if the instruction time is more than what is required as a minimum in the law.

As part of [Regulation 615](#), which requires public schools to excuse student absences for religious holidays, a [2023-24 religious holiday calendar](#) is available to assist districts and charters with scheduling. This calendar is meant as a guide. Districts and charters may also work with their local religious organizations for additional updates. [Rep. Madinah Wilson-Anton](#) has offered to connect districts and charters with community groups who have expertise about some of the holidays students may celebrate and were added as a result of HB 163, legislation that she sponsored and was signed by the Governor June 30, 2022.

Submit calendars via email to school.calendars@doe.k12.de.us or mail to Jennifer Maloney, John Collette Education Resource Center, 35 Commerce Way, Suite 1, Dover, DE 19904 SLC N510 by **April 30**.

General Information



Show appreciation for Delaware's great teachers

National Teacher Appreciation Week is **May 8 to 12** this year. Help us show appreciation for the great educators in our lives. Share shoutouts using the hashtag **#IloveDEteachers**. Tag DDOE so we can share as well. Shoutouts can also be sent to School.Appreciation@doe.k12.de.us. Please include:

- Name of the teacher you want to celebrate
- Message you would like to share

Optional: Short videos, photos or student drawings (NOTE: Only appropriate items will be accepted/included)

Shoutouts will be shared and posted on DDOE's Facebook (@DEDeptEducation), Twitter (DEDeptofEd) and Instagram (@DEDeptEducation).



Delaware school-community learning RFA now open

DDOE is seeking applications for individual schools with at least 35% of their students classified as low-income and least one community partner to deliver year-round, out-of-school community learning programs. Subgrants are eligible for up to \$500,000 in funding. The program must offer fun, engaging academic support and enrichment for 75 or more students per subgrant. Applications are due by 2:00 p.m. on **Thursday, May 4**. The program term will July 1, 2023 and end August 31, 2024. Learn more about the RFA [here](#). (DDOE contact: [Ruth Uhey](#))



Participate in Stamp out Hunger Food Drive

Stamp out Hunger is asking schools, organizations, churches and businesses to help get the word out about its upcoming food drive campaign. The aim of this drive is to feed people in local communities. The organization would like permission to hang posters in schools and possibly set up collection boxes for canned food or boxed food items. Stamp out Hunger will maintain the boxes. Posters will include a QR code for monetary contributions. Color sheets are also available. Each dollar collected equals twelve pounds of food. Contact Claire Anderson at canderson927@yahoo.com or Sue Henderson at suehen7@gmail.com for more information.



Complete mentoring questionnaire for HJR 1

Chiefs, charter leads and principals: Please respond to [this short questionnaire](#) regarding mentoring programs at your school(s). Governor Carney recently signed [House Joint Resolution 1](#), creating a task force to improve school-based mentoring and literacy education efforts in Delaware. DDOE is providing support for the task force, and the questionnaire will help gather information in preparation for the initial task force meetings to begin in the next few weeks. Task force recommendations are due by Thursday, June 1.



Trauma Awareness conference to be held April 29

Please share as appropriate: To help kick off Delaware's Trauma Awareness Month this May, the state Trauma Awareness Conference will be held **Saturday, April 29**. All school staff and communities are invited to attend. This year theme is cultivating belonging. The conference will also acknowledge the progress Delaware schools have made in building safe and supportive systems using trauma-informed care. Several presenters, including Dr. Lori Desautels, will be available in person. This is Delaware's 5th observance of Trauma Awareness Month. See [flier](#) for more information. (DDOE contact: [Teri Lawler](#))

Celebrate National School Nurse Day on May 10



National School Nurse Day will be held **Wednesday, May 10**. Celebrated since 1972, this day was established to foster a better understanding of the role of school nurses in the educational setting. This year's theme is Championing the Whole Student. The [NASN School Nurse Day toolkit](#) can be used in schools and communities to help spread the word about School Nurse Day. The toolkit includes social media posts, images, and information to help celebrate the contributions from school nurses. Please tag DDOE in school nurse posts so we can share statewide. (DDOE contact: [Ann Covey](#))



Attend NASN conference this June

The National Association of School Nurses (NASN) is holding its 55th annual conference from **June 30 to July 3** at the Hyatt Regency in Orlando. A virtual event will be held **July 10 to July 12**. The conference will focus on building for the future, health, advocacy and leadership. Registration is available [online](#). (DDOE contact: [Ann Covey](#))



Student ID standards to change for SY23-24

DDOE is implementing a new student ID standard for the state. Beginning in the 2023-2024 school year, leading zeros in a student ID or padded student IDs will not be issued or accepted in any state system. Schools are encouraged to communicate with their vendors about this change. A vendor communication template has been shared with Pupil Accounting Coordinators and TechMaCC members to distribute as needed. Any questions about the new system should be submitted through the DDOE Help Desk Ticket system at [PowerSchool Queue](#) > eSchoolPLUS > Other.



State Board student member applications now open

Please share as appropriate: The Delaware State Board of Education is currently accepting applications for student membership on the board. Applicants must meet certain requirements, including being an 11th or 12th grade student during the 2023-24 school year, attending a public school in Delaware, and being committed to ensuring quality education for Delaware students. Applicants must also be recommended by district or school staff and able to provide their own transportation to and attend monthly State Board meetings held at 5 p.m. on the third Thursday of each month. The deadline for application submission is 5 p.m. on **Wednesday, April 26**. Interested students can find more information in the [application packet](#). For questions, contact sbestudentapplication@delaware.gov.



Save the Dates: SEBW conference to be held this August

DDOE's first social, emotional, and behavioral wellbeing conference will be held this August. The multi-day event aims to support the needs of the whole child through collaborations across school and community. The conference will offer differentiated content with a focus on positive relationships and healthy school culture and climate as well as explore the interconnections of mental health within the

MTSS framework. The event will take place from **August 8 to August 10**, with the evening of August 8 being dedicated to families and caregivers. More details are forthcoming. See [flier](#) for additional information. (DDOE contact: [Teri Lawler](#))



Educators invited to INTO LIGHT opening reception

Educators are invited to attend the opening reception of the Delaware Art Museum's INTO LIGHT Delaware exhibition from 5-7 p.m. on **Thursday, June 1**. The exhibition is aimed at changing the conversation about drug addiction through education and by reducing stigma. This opening event is free and open to the public. INTO LIGHT Delaware will run to Sunday, December 3. Please share as appropriate. See [flier](#) for more information. (DDOE contact: [Teri Lawler](#))



Chemistry educators: Apply for ACS award

The Delaware American Chemical Society (ACS) Education Committee is seeking applications for the Delaware ACS High School Chemistry Teacher of the Year award. Eligible applicants include high school chemistry teachers who have not previously won the award within the last 5 calendar years. The winner will receive a cash award of \$250 and an additional \$250 for their school. Applications should include a brief statement of teaching philosophy and a letter of reference from a principal or colleague. [Applications](#) are due to Rita Vasta at rmvasta@aol.com by **Friday, June 30**. (DDOE contact: [Tonyea Mead](#))



STEM educators: Apply for STEM Council award

The Delaware STEM Educator Award Selection Committee, representing the Governor's Delaware STEM Council, is accepting applications for its annual awards. First-place winners in each category will be selected and recognized at a STEM Council-sponsored Symposium program, where awardees will share innovative practices with teachers from across the state. [Sponsors for the awards](#) are also being sought. Educators interested in applying for the award or finding out more about the awards, including eligibility requirements, can access the full application here: [9th Delaware STEM Educator Awards Application](#).

Training



Join math, ELA UDL sessions

Join professional learning about Universal Design for Learning (UDL) for ELA on **Wednesday, May 3** at 5pm and math on **Thursday, May 11** at 5pm. Prior to the professional development, participants will complete modules to provide background knowledge of the UDL framework. These modules will include information on variability, goals and assessment, and the UDL alignment to culturally responsive teaching and MTSS. We will come together to discuss lesson planning, learning strategies, and additional resources to support UDL implementation. To register or for questions, contact: [Lauren Irwin](#).



Standards-based IEP training available

Join professional learning about standards-based IEPs at 5:00 p.m. on **Wednesday, May 17**. In this presentation, we will discuss the newly developed standards-based IEP modules that participants will complete asynchronously prior to this professional development. The modules will include training on data-based decision-making, developing standards and competencies into learning progressions, and aligning services and supports to articulated areas of need. After identifying needs based on the results of a post-module survey, we will discuss frequently asked questions and develop prospective solutions and paths forward for evidence-based IEP construction and implementation. To register or for questions, contact: [Lauren Irwin](#).



Learn about augmentative, alternative communication

Join a Q&A session about promoting communication for all students at 5:00 p.m. on **Wednesday, May 24**. Prior to the professional development, participants will complete modules to provide background information. These modules will include information on the WHY of augmentative, alternative communication (AAC), core words, communicative behaviors, and communication/literacy strategies. Instructional strategies that are discussed can be applicable for all students in your classroom. To register or for questions, contact: [Lauren Irwin](#).



Summer Studying Skillful Teacher (SST) cohorts available

Teachers and school leaders are invited to engage with each other to develop, enhance, and translate skillful teaching in Delaware classrooms in a Studying Skillful Teacher (SST) cohort. Attendees will strengthen their convictions about students' ability to learn and their instructional capacity for promoting all students' motivation, learning, and achievement. The course is specifically designed to address the core teaching skills and behaviors that, if a teacher executes, will likely see higher performance levels as outlined in the new Delaware Teacher Classroom Observation Framework. Sessions are facilitated by instructors from Research for Better Teaching, and stipends are available. Register for **PDMS course #29703**. Cohorts 14, 15, 16, 17, and 18 are open for registration. For more information and times, see [flier](#). (DDOE contact: [Angela Socorso](#))



Participate in DTGSS peer support group

Are you interested in receiving Delaware Teacher Growth and Support System (DTGSS) planning and implementation support from a peer who is already implementing DTGSS? If yes, a networking opportunity is available. Use [this form](#) to select a peer administrator who can best support you. Once the form is submitted, a peer colleague will be in touch. (DDOE contacts: [Angela Socorso](#), [Andrea Thompson](#))



Register for DTGSS on-site calibration learning

Onsite calibration opportunities in the new Delaware Teacher Growth and Support System (DTGSS) are available to improve evidence

collection and feedback. These opportunities will help ensure consistency in the observation process while promoting professional growth for teachers and leaders. Register for **PDMS course #31411**. See [flier](#) for details. (DDOE contact: [Angela Socorso](#))



Join HB 301 mental health resource sessions

Districts and charters are invited to review available resources in support of **HB 301** implementation. A selection tool will be shared along with opportunities to hear directly from companies offering mental health literacy curricula. Sessions are scheduled from 8:00 a.m. to 12:00 p.m. for **Wednesday, May 3** and **Wednesday, May 10** at the Collette Educational Resource Center in Dover. Register for either using these links: [May 3rd session](#) or [May 10 session](#). QR code documents are also available: [May 3](#), [May 10](#). Please share as appropriate. (DDOE contact: [Sabra Collins](#))



Lead school nurse workshop to be held May 2

The lead school nurse quarterly workshop will be held from 9:00 a.m. to 3:00 p.m. on **Tuesday, May 2** at the Collette Education Resource Center in Dover. Lead school nurses will have PDMS course details for registration. (DDOE contact: [Ann Covey](#))



Social studies teachers invited to summer institute

DDOE will launch new model lessons for grade 7 civics teachers in Fall 2023. To support the rollout, the University of Delaware's Center for Civics Education will host the Democracy Project's summer institute from **June 20-23**. Attendees will receive an overview of the new lessons and practice using them, along with a stipend, recertification hours, and books associated with the model lessons. Attendees will also have opportunities to interact with some of Delaware's top elected officials. More details and registration information can be found on the [flier](#) and [online](#). (DDOE contact: [Andrea Thompson](#))



Register for Neuro Logic implementation cohort

Lakeside Learning is returning to Delaware to host another cohort of their brain-aligned learning program. This program focuses on trauma-informed, resilience-oriented teaching techniques that incorporate the science of the brain into classroom management and routines. This program is designed to help strengthen schools' Tier 2 supports for students. Registration is now open. See [flier](#) for more information. (DDOE contact: [Teri Lawler](#))

Policy Updates

Legislative Updates

Correction: An earlier memo incorrectly listed the following legislation as having passed both the House and Senate. This is not correct. Please disregard.

- **HB 96 Voting in School Elections** - Reduces the eligible age of a citizen to vote in school board elections for purposes of electing members to the school board from 18

years old to 16 years old.

- **[SB 69 Exemption from the De Child Care Act for Sectarian or Religious Institutions](#)** - Exempts sectarian or religious institutions from the Delaware Child Care Act.

- The following legislation has passed both the House and Senate chambers (and awaits the Governor's signature):
 - **[SCR 19 DIAA Task Force](#)** - Establishes the Delaware Interscholastic Athletic Association (DIAA) Task Force.
 - The following legislation has recently passed and been signed by Governor Carney:
 - **[HJR 1 with HA 1 Task Force to Improve School-Based Mentoring and Literacy Education](#)** - Creates a bi-partisan School Mentoring and Literacy Task Force, designed to expand volunteer mentoring and literacy education in Delaware schools with a report due on June 1, 2023. HA 1 adds two members to the task force.

Regulations Updates

- Proposed regulations for publication on **[April 1, 2023](#)**
 - Reg 525 - Requirements for Career and Technical Education Programs of Study
 - Reg 1519 (PSB) - Multiple Measures for Demonstrating Content Knowledge
 - Reg 1596 (PSB) - Charter School Leader
- Final regulations for publication on **[April 1, 2023](#)**
 - Reg 245 - Michael C. Ferguson Achievement Awards
 - Reg 292 - Post Secondary Institutions and Degree Granting Institutions of Higher Education
 - Reg 506 - Policies for Dual Enrollment and Awarding Dual Credit
 - Reg 508 - Multi-Tiered System of Support (MTSS)
 - Reg 922 - Children with Disabilities Subpart A, Purposes and Definitions
 - Reg 923 - Children with Disabilities Subpart B General Duties and Eligibility of Agencies
 - Reg 924 - Children with Disabilities Subpart C Local Educational Agency Eligibility
 - Reg 926 - Children with Disabilities Subpart E Procedural Safeguards for Parents and Children
 - Reg 1201 - Christa McAuliffe Award Program
 - Reg 1202 - Delaware Teacher Corps Program
 - Reg 1203 - Scholarship Incentive Program (ScIP)
 - Reg 1204 - High Needs Educator Student Loan Payment Program
 - Reg 1205 - Ada Leigh Soles Memorial Professional Librarian and Archivist Incentive Program
 - Reg 1206 - Speech Language Pathologist Incentive Loan Program
 - Reg 1207 - Delaware Nursing Incentive Program
 - Reg 1505 (PSB) - Standard Certificate
 - Reg 1512 (PSB) - Issuance and Renewal of Advanced License
 - Reg 1522 (PSB) - Elementary School Counselor
 - Reg 1545 (PSB) - Secondary School Counselor
 - Reg 1575 (PSB) - Teacher of Students with Visual Impairments
 - Reg 1583 (PSB) - School Psychologist

Please Note: Proposed regulations are out for comment for 30 days. Persons wishing to comment may do so in writing by the close of business on or before the 5th of the coming month (see regulation link for specific date) via U.S. mail to: Department of Education, Office of the Secretary, Attn: Regulation Review, 401 Federal Street, Suite 2, Dover, Delaware 19901 or email to **DOERegulations.comment@doe.k12.de.us**.



[Manage](#) your preferences | [Opt Out](#) using TrueRemove™
Got this as a forward? [Sign up](#) to receive our future emails.
View this email [online](#).

401 Federal Street #2 | Dover, DE 19901 US

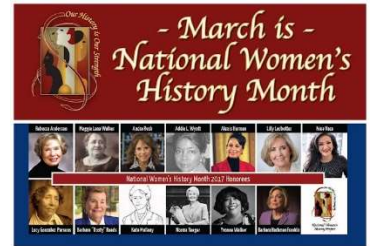
This email was sent to linnea.bradshaw@psb.k12.de.us.
To continue receiving our emails, add us to your address book.





LICENSURE & CERTIFICATION
COMMUNICATION

March, 2023
#2022-2023-08



March, 2023 HR NEWSLETTER

Please note that L&C sends communication such as the newsletter, announcements, updates, and meeting notifications to HR Directors only. We ask that they, in turn, forward the information to their staff as appropriate.

Finalized Regulation Revisions – Summary of Changes

Regulations going to Final Order on March 1 - None

Regulations going to Final Order on April 1 -

- **1505 Standard Certificate**

This regulation is being repealed. The PSB has been working since 2018 to incorporate all of the Standard Certificate language into each Standard Certificate Regulation. The project is now complete, and 1505 can be repealed.

- **1512 Advanced License**

This regulation is being amended as part of the regular review cycle. There are no amendments to requirements and practice

- **1522 Elementary School Counselor**

This regulation is being amended to incorporate a refreshed School Counselor Praxis Exam (Praxis #5422). The current exam (Praxis #5421) will sunset on August 31, 2023.

- **1545 Secondary School Counselor**

This regulation is also being amended to incorporate a refreshed School Counselor Praxis Exam (Praxis #5422- same as above). The current exam (Praxis #5421) will sunset on August 31, 2023.

- **1575 Teacher of Students with Visual Impairments**

This regulation is being amended as part of the regular review cycle, as well as in response legislative changes prompted by the sunset process of the Division of the Visually Impaired.

- **1583 School Psychologist**

This regulation is being amended to incorporate a refreshed School Psychologist Praxis Exam (Praxis #5403). The current exam (Praxis #5402) will sunset on August 31, 2023.

INSIDE THIS ISSUE:

- Finalized Regulation Revisions – Summary of Changes
Pages 1-2 (Attachment)
- Educator Preparation
Page 2
- Licensure & Certification
Page 3
- Educator Excellence
Page 3 (Attachment)
- Women Leading Delaware Education Conference
Page 4
- For Further Reading
Page 5
- Looking Ahead – Calendar
Page 5

Professional Standards Board seeks HR director for its Licensure and Certification Criteria Committee (LCCC).

Longtime member and current chair Betsy Fleetwood will be resigning from the committee on June 1, due to her retirement. Therefore, the Professional Standards Board is looking for an HR director to fill that position on the committee. The LCCC is a subcommittee of the Professional Standards Board that assists with developing rules and regulations related to educators' licensure requirements, certification requirements, and paraprofessional qualifications and training. The LCCC makes recommendations to the Professional Standards Board for discussion and action. More information can be found on the website at:

<https://education.delaware.gov/educators/psb/licensure/>

The LCCC typically meets on the second Wednesday of every month at 1:00 p.m. in Dover and virtually via Webex. Committee members are expected to attend two meetings in person each year.

Interested applicants must be available to attend the monthly meetings. The school or district must agree to release the administrator to attend these meetings as the Professional Standards Board does not provide reimbursement for the meetings.

Those interested should fill out the attached application and forward to Peggy.Anderson@psb.k12.de.us no later than *April 6, 2023*. Further details are in the application.

Educator Preparation

Educator Preparation Perceptions Survey - Reminder - The annual Educator Preparations Survey is scheduled to open in mid-April. New teachers, counselors, and their supervisors will have the opportunity to provide feedback on the quality of teacher preparation programs and identify opportunities for growth. The information is made available to educator preparation programs.

All notifications and emails will come directly from Educator.Preparation@doe.k12.de.us.

Don't pass up this opportunity. Please send any questions or comments to: Educator.Preparation@doe.k12.de.

Licensure and Certification

Virtual DEEDS 3.0 Training Sessions are available for LEAs upon request. Please contact [Rhonda West](#) with training session requests. L&C can customize the trainings to your needs.

Upcoming Closing of Deficient Applications in DEEDS

Beginning with the oldest applications, Licensure and Certification will begin to close DEEDS applications with deficiencies that are older than 90 days with no resolution from the educator. If you wish to review the educators to whom this applies, you may download the Employment Report in DEEDS and sort by Pending Applications. Educators will be reminded to resolve the deficiencies, if possible. If no action is taken, the applications will be closed. Educators are welcome to reapply when they meet the requirements.

Educator Excellence

Leading Transformation: Aligning the DTGSS process with my observations

The Educator Excellence workgroup is sponsoring onsite calibration work to improve skills in collecting evidence and providing feedback. Participants select one ½ day (am or pm) from the dates below. The focus will be on professional learning, classroom observations, and debriefs. Don Marlett, Learning-Focused Leadership Coach, will conduct the sessions. Register in **PDMS #31411**. See attached flyer for more information. Contact: [Angela Socorso](#)

Aligning the DTGSS process with observations

Morning sessions: 8:30 a.m. - 11:30 a.m.

Afternoon sessions: 12:30 p.m. - 3:30 p.m.

Northern Zone: April 25th, May 22nd, June 1st (location: TBD)

Southern Zone: April 26th, May 23rd, June 2nd (location: TBD)

Administrators Coaching for Teacher Growth through DTGSS

The Educator Excellence workgroup is sponsoring a 2-day training to support administrators in coaching for teacher growth through DTGSS. The focus will be on learning-focused supervision (Wellman and Lipton) and using the 6-steps of effective feedback (Bambrick-Santoyo). DOE will provide attendees with all resources.

Training for LEAs currently piloting or implementing DTGSS

Northern Zone: April 18th and 19th - Brandywine School District Conference Room

Southern Zone: April 20th and 21st - Lewes Elementary Professional Learning Room

Training for LEAs Implementing DTGSS for the first time

Northern Zone: November 13th and 14th - Collette

Southern Zone: November 15th and 16th - Lewes Elementary Professional Learning Room

Register in PDMS for #31305. Contact [Angela Socorso](#) or [Andrea Thompson](#)

Women Leading Delaware Education Conference

On March 22, Delaware will celebrate women leading in education at the Annual Women Leading Delaware Education Conference: She Leads. The Educator Excellence Work Group at the Delaware Department of Education partners with the University of Delaware for this annual event. The conference is a networking and professional learning event for ALL K-12 and higher education leaders - including men looking to learn more about gender equality, diversity, and inclusion, and overcoming barriers specific to women. Follow the link below to register. Tiffany Green and Andrea Thompson from Educator Excellence Workgroup are helping to lead this work.

Registration Link: <https://lnkd.in/gWVc9CFy>



We look forward to seeing you on March 22! For more information and conference details, please visit dasl.udel.edu/women-leading-delaware.

REGISTER
NOW

About Us

Housed within the University of Delaware's **College of Education and Human Development** (CEHD), the **School Success Center** partners with teachers and administrators in public, charter, and independent schools to improve student and school outcomes.

DASL is a department within the School Success Center offering professional development, research and policy work to improve public education by developing leaders. DASL's mission is to improve public education by developing and supporting school and district leaders throughout all levels of their careers by providing powerful research-based professional learning programs, differentiated coaching services, and by advocating for best education practices and policies.

For Further Reading

Caballero, Crystal J. [“The Power of Administrator-Led Morning Meetings.”](https://www.edutopia.org/article/morning-meetings-middle-school) *Edutopia*, George Lucas Educational Foundation, 3 Mar. 2023, <https://www.edutopia.org/article/morning-meetings-middle-school>.

[“Spotlight on SEL for Emotional Intelligence.”](https://www.edweek.org/products/spotlight/spotlight-on-sel-for-emotional-intelligence) *Spotlight on SEL for Emotional Intelligence*, 2 Feb. 2023, <https://www.edweek.org/products/spotlight/spotlight-on-sel-for-emotional-intelligence>.

Looking Ahead

April 26, 2023 - **Quarterly HR Directors’ Meeting** - PDMS Section # 61696

Contact [Wendy Modzelewski](#) to suggest professional learning topics or presenters.

Note: Quarterly HR Directors’ Meetings are virtual until further notice.

Leading Transformation

Goal: to provide onsite calibration opportunities to improve evidence collection and feedback



Delaware Smart Card for Classroom Observations

Performance Area #1 Learning Environment: To what extent does the classroom environment support all students to learn?	Performance Area #2 Engagement in Learning: To what extent does the instruction support and engage all students?	Performance Area #3 Maximizing Learning: To what extent do students retain and apply their learning?
1.1 Structures for Learning <ul style="list-style-type: none"> • Routines and procedures • Behavior expectations • Instructional time • Student behavior 1.2 Positive Classroom Climate <ul style="list-style-type: none"> • Interactions • Student attention • Ownership and responsibility • Student perseverance 1.3 Equitable Access <ul style="list-style-type: none"> • Expectations for learning and achievement • Variety of tools and/or materials • Participation • Consideration of interests/perspectives • Cultural differences 	2.1 Objectives for Learning <ul style="list-style-type: none"> • Aligned and student-friendly • Accessible, communicated, and revisited • Understood by students • Criteria for success 2.2 Learning Experiences <ul style="list-style-type: none"> • Aligned and sequenced • Balance of content and process • Activating and summarizing learning • Use of explanatory devices 2.3 Checks for Understanding and Feedback <ul style="list-style-type: none"> • Monitoring progress and adjusting instruction • Opportunities for demonstrating learning • Student self-assessment • Feedback to students 	3.1 Rigorous Assignments <ul style="list-style-type: none"> • Alignment to objective, content, and learner • Relevant and meaningful • Differentiated and supported • Application of content 3.2 Questioning and Discussion <ul style="list-style-type: none"> • Alignment to objective, content, and learner • Continuum from simple to complex (concrete to abstract) • Wait time and prompting • Students support answers • Students generate questions • Structures support engagement 3.3 Academic Language and Vocabulary <ul style="list-style-type: none"> • Teacher models • Explicitly taught • Students use to explain and elaborate thinking

Northern Cohort: April 25, May 22, June 1
Southern Cohort: April 26, May 23, June 2

8:30am–11:30am or 12:30pm–3:30pm

Participants select one 1/2 day session

Location: School (TBD)

Instructor: Don Marlett, Learning-Focused Leadership Coach

Contact: Angela (angela.socorso@doe.k12.de.us)

Conveying observation findings with a learning-focused approach



Administrators Coaching for Teacher Growth through DTGSS

The Educator Excellence Workgroup is sponsoring a 2-day training to support all school administrators in coaching for teacher growth through DTGSS

~

Coaching Focus

Learning -focused Supervision (Wellman & Lipton)
Use of the 6-steps of Effective Feedback (Bambrick-Santoyo)
All attendees will be provided associated resources

~

Training for LEAs currently Piloting or Implementing DTGSS

Northern Zone: April 18th and 19th - Brandywine School District Conference Room
Southern Zone: April 20th and 21st - Lewes Elementary Professional Learning Room

~

Training for LEAs Implementing DTGSS for the first time

Northern Zone: November 13th and 14th - Collette
Southern Zone: November 15th and 16th - Lewes Elementary Professional Learning Room

Register in PDMS for #31305

Contact: Angela Socorso or Andrea Thompson



PROFESSIONAL STANDARDS BOARD
John W. Collette Education Resource Center
35 Commerce Way
DOVER, DE 19904

Licensure and Certification Criteria Committee (LCCC)
Administrator Member Application

The LCCC is a subcommittee of the Professional Standards Board that assists with developing rules and regulations related to educators' licensure requirements, certification requirements, and paraprofessional qualifications and training. The LCCC makes recommendations to the Professional Standards Board for discussion and action. More information can be found on the website at: <https://education.delaware.gov/educators/psb/licensure/>

The LCCC typically meets on the second Wednesday of every month at 1:00 p.m. in Dover and virtually via Webex. Committee members are expected to attend two meetings in person each year.

Interested applicants must be available to attend the monthly meetings. The school or district must agree to release the administrator to attend these meetings as the Professional Standards Board does not provide reimbursement for the meetings.

Name: _____

E-mail: _____

Title: _____

School and District: _____

Number of years of experience in Education: _____

In a short paragraph, please explain why you are interested in serving on this committee.

Applicant Signature: _____ Date: _____

Fill out and Return to Peggy.Anderson@psb.k12.de.us no later than *April 6, 2023*.