

# CAEP

## The Council for the Accreditation of Educator Preparation

Mark LaCelle-Peterson, Vice President  
Diana Rigden, Executive Vice President  
*Teacher Education Accreditation Council*



Saint Louis, MO, 17-18 March 2011

## CAEP's ORIGIN

Joint Design Team appointed by TEAC and NCATE Boards in 2008 to explore creation of a unified accreditation agency

Recommendation to create CAEP sent to Boards in 2010



TEAC and NCATE Boards approved report in October 2010, and CAEP was launched!

## CAEP GOALS



Raise the performance of candidates as practitioners in the nation's P-12 schools.

Raise the stature of the profession by raising standards for the evidence the field relies on to support its claims of quality.



## CAEP Standards

1. Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools.
2. Data drive decisions about candidates and programs.
3. Resources and practices support candidate learning.



### STANDARD ONE: KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

- Candidates know subject matter and pedagogy.
- They can teach students effectively and demonstrate their impact on P-12 student learning.
- They nurture the academic and social development of all students.
- They use technology to enhance teaching, classroom management, and communications with families and assessment of student learning.
- They work collaboratively with the community and school personnel.
- They engage in ongoing learning that improves practice.

### STANDARD TWO: DATA DRIVE DECISIONS ABOUT CANDIDATES AND PROGRAMS

- Decisions are based on evidence from multiple measures of candidate learning and completers' performance in the schools.
- The unit has a system for routine self-assessment.
- The reliability and validity of each assessment measure are known and adequate.
- The unit reviews and revises assessments and data sources regularly and systematically.
- The unit uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.

### STANDARD THREE: RESOURCES AND PRACTICES SUPPORT CANDIDATE LEARNING

- Program components meet state and/or national standards.
- Field experiences / clinical practice offered in collaboration with P-12 schools.
- Candidates have opportunities to work with diverse P-12 students and teachers.
- Faculty members (full-time and part-time) are qualified.
- Support services are appropriate and adequate.
- Administrative structures & financial resources support candidate learning and show parity at the institution.



### STANDARD THREE: RESOURCES AND PRACTICES SUPPORT CANDIDATE LEARNING, continued

- Admissions and mentoring policies encourage recruitment and retention of high quality candidates.
- Provision exists for candidates / completers to voice complaints.
- Policies and practices are transparent and consistent.



### CAEP Offers Four Accreditation Options\*

- Continuous Improvement
- Inquiry Brief
- Program Quality Audit Report
- Transformation Initiative

\*The options available in the unified system will be comparable in rigor and status as they continue to evolve in our own continuous improvement processes.



### Evidence Required for Each CAEP Option

- The three CAEP standards are met.
- There is a functioning quality control system used to collect and analyze valid and reliable evidence.
- Program planning and decisions are based on evidence of student learning.



### Two Accrediting Commissions

Two Commissions will make accreditation recommendations to the CAEP board.

The Commissions will perform the functions currently performed by NCATE's Unit Accreditation Board and TEAC's Accreditation Panel & Committee.



### Accreditation Decisions

Accreditation recommendations from the Commissions would be reviewed by the CAEP board, which would:

- Determine that the Commission had followed established procedures
- Accept Commission recommendations on a consent agenda.



## USDE and CHEA Recognition

As soon as feasible, CAEP will pursue USDE and CHEA recognition as *the* accreditor for educator preparation.

## CAEP-State Partnerships

- New CAEP protocol for contents of state agreements a top priority for Interim Board.
- New partnership agreements to be developed by CAEP.
- Committee of CAEP Board to oversee and recommend policy for the state partnership agreements.

## CAEP-State Partnerships

### Elements:

- Partners to agreement (agencies)
- Team composition/format
- Standards for program review
- Report format and flow
- Protocol (the details)

## Review of Specialty Preparation

1. Provides assurance of quality at the program level
2. Examines candidate performance data for each program offered by institution
3. Evaluates program-level candidate performance data against standards
4. Reviewer training ensures consistency
5. Options match institutional characteristics

## Options for Review of Specialty Preparations

1. State program approval establishes eligibility for CAEP accreditation; States may conduct their own reviews (and share process and results with CAEP)
2. CAEP review of program clusters using disaggregated evidence and shares results with institution and state for program approval purposes:
  - Secondary programs
  - Cross-grade programs (elementary, special ed., etc)
  - Other school professionals
3. CAEP program review for national recognition requires evidence that meets SPA standards; results are shared with state (for program approval), the institution, and CAEP

## CAEP-State Partnerships

### GET INVOLVED!!

- IHE involvement is critically important
- Institutional choice among program review options is CAEP's intent and goal

## Stakeholder Involvement

- Institutions, practitioners, employers, other segments of the profession, and the public all have a stake in the effectiveness of educator preparation and should be involved in CAEP.
- CAEP must have non-institutional support on a magnitude no less than that currently enjoyed by both NCATE and TEAC.



## CAEP Board of Directors

- Initial CAEP Board will be the augmented Design Team.
- President of TEAC will chair the Interim Board.
- President of NCATE will serve as CAEP's President and CEO.
- Design Team will select the first board from nominations made by the stakeholder members of CAEP.



## CAEP Board Members: 20

Seats allocated by three sectors of the profession:

- 8 P-12 practitioners, employers, and policy-makers;
- 8 postsecondary expertise (institutions and scholarly societies); and
- 3 members of the public & at large (e.g., research bodies, PTA).
- President of CAEP



## Interim CAEP Board

- **Jim Anderton**, Michigan State University
- **Tom Bordenkircher**, Ohio Board of Regents
- **Barbara Brittingham**, New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- **Rachelle Bruno**, Northern Kentucky University
- **Barbara L. Cambridge**, National Council of Teachers of English
- **James G. Cibulka**, CAEP & NCATE
- **Sandra B. Cohen**, University of Virginia



## Interim Board (continued)

- **Rick Ginsberg**, University of Kansas
- **Calvin Johnson**, University of Arkansas at Pine Bluff
- **Jillian Kinzie**, Indiana University Purdue University Indianapolis
- **Arthur Levine**, Woodrow Wilson Foundation
- **Frank B. Murray**, University of Delaware and TEAC
- **Janice H. Poda**, South Carolina Department of Education
- **Blake C. West**, Kansas Education Association



## Standing Committees

- Nominating Committee
- Appeals Committee
- State Partnership and Content Areas Committee
- Standards Committee
- Membership Committee
- Research Committee
- International Committee



## Bylaws

ARTICLE I – Description and Location  
 ARTICLE II – Members  
 ARTICLE III – Board of Directors  
 ARTICLE IV – Commissions  
 ARTICLE V – Officers of the Board  
 ARTICLE VI – President  
 ARTICLE VII – Staff  
 ARTICLE VI – Miscellaneous  
 ARTICLE VII – Amendment of Certificate and Bylaws  
 ARTICLE VIII – Indemnification and Insurance  
 ARTICLE IX – Dissolution of the Corporation

## Finances

- Single fee and dues structure
- No AACTE sustaining fee
- Scaled by program enrollment & inflation adjustment
- Reduced costs as a goal
- Outside consultant built a finance model

## Transition Activities

- Establish operational details for CAEP
- Speak jointly for educator preparation accreditation
- Continue current NCATE and TEAC accreditation independently, but with more collaboration
- Renew state partnerships under CAEP

## Transition (continued)

- Integrate the Accreditation Information Management System (AIMS) to serve NCATE, TEAC, & CAEP needs
- Consolidate duplicate functions (e.g., finances)
- Refine the CAEP standards (Standards Committee)
- Develop common policies

The report adopted by NCATE  
 & TEAC boards can be  
 accessed at

<http://www.caebsite.org/documents/designteamreport.pdf>