



Council for the
Accreditation of
Educator Preparation

Teacher Education Policy Initiatives

James G. Cibulka, CAEP
Arkansas ACTE Meeting
April 11th

CAEP's Mission

CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

CAEP's Dual Commitment

- Raising the Bar for Quality Assurance
- Building Capacity for Continuous Improvement

Where Have We Been?

Governance and Operations

- Design Team 2008 – 2010
- CAEP approved by NCATE & TEAC Boards – Nov 2010
- Transition (Interim Board) 2010 – 2013 (*Become operational July 2013*)
- Adopted Strategic Plan – Mar 2013
- First convening of CAEP Board – Aug 2013

Standards

- CAEP Commissions Developed Standards – May 2012 – Jun 2013
- Adopted by CAEP Board – Aug 2013
- Initial Guidance to the Field – Feb 2014

Societal Context That Led to CAEP Standards

- Higher Expectations for P-12 Students
- Importance of Teachers
- Need for Quality and Diversity in Entering Pool
- Low Stature
- Accreditation Bar Too Low
- Weak Evidentiary Base
- Concern About Accreditation's Low Bar
- Need for Dramatic Response

How CAEP Approached Writing the Standards?

- Establish CAEP as a Model Accreditor
- High Profile Commission
- Ambitious Charge
- Identified Leverage Points
- Worked for Consensus

Growing Consensus: Quality Teacher Preparation Program

- Quality candidates are needed to meet national needs
- Content knowledge counts: college and career ready
- Teachers must be able to teach *all* children;
- Quality and sufficient clinical preparation is essential;
- Learning outcomes is the right focus for program evaluation.

AND

- We must build the knowledge base of the field of teacher preparation.

Standard 1: Content and Pedagogical Knowledge

- The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-readiness standards
- 5 Components

Standard 2: Clinical Partnerships and Practice

- The provider ensures that effective partnerships and high quality clinical practice are central to preparation so that candidates develop the knowledge, skills and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development
- 3 Components

Standard 3: Candidate Quality, Recruitment, and Selectivity

- The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification
- The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program
- 6 Components

Standard 4: Program Impact

- The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation
- 4 Components

Standard 5: Provider Quality, Continuous Improvement, and Capacity

- The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development
- The provider supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its completers
- The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development
- 5 Components

Accreditation Guidance Documents

- Evidence Document
- Self Study Guide
- Annual Report
- Application
- Glossary

Accountability for EPPs and for CAEP

CAEP and EPPs are a partnership for excellence in preparation

- **Providers** – Are we learning about what works in helping all teacher candidates learn to teach all kids? Are we continuously improving our programs in partnership?
- **Accreditor** - Is CAEP identifying programs that produce teachers who help all children learn? Is it providing the public with the evidence that it is succeeding in that task?

CAEP's Capacity Building Agenda

- A Needs Assessment for EPPs
- Developmental Approach To Implementing Standards
- Build a Culture of Evidence
- Strengthen Research

CAEP's Developmental Approach

- Learn from Pilots
- Phase-in Requirements
- Test Impact of the Standards

Toward a Culture of Evidence

- **Central Role of Evidence**
- **Stronger Data and Data Systems**
- **Better Use of Evidence**

CAEP's 3 Pathways: IB, CI, TI

Building Better Evidence

- Research Initiatives
- CAEP's Research Committee

State Partnerships

Partners

- CAEP
- State Authority/Authorities for Teacher Education

Accreditation Team Structure

- All site visitors trained for their roles
- Size will be determined by pathway
- Teams may be CAEP-only, joint, or Concurrent

Program Review Options (3 choices)

- CAEP Review with National Recognition (SPA)
- CAEP Review with Feedback
- State Review

State Partnerships

CAEP Agreements

- 10 Signed Agreements:
 - OH, MI, HI, OR, KS, AL, LA, NH, WY, SD
 - <http://caepnet.org/states/state-partnership-agreements/>
- 25 Agreements in draft

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