



Council for the
Accreditation of
Educator Preparation

Setting Course for Excellence: Sighting by Standards, Steering by Data

(What's not to like?)

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Where we're going

1. The Back Story (parts 1 and 2)
2. Genesis of the CAEP Standards (2013)
3. Standards and reporting requirements
4. Research and capacity-building in CAEP
5. Run for the door (Q and A)

The Back Story in Two Parts

1. A promising beginning, cut short
...Not so long ago, not so far away

2. A new day for accreditation:
...Why it was time for new standards

Genesis of the CAEP Commission on Standards and Performance Reporting

Themes for the Commission:

- Higher expectations for P-12 students
- Higher expectations for teacher candidates
- Greater demands on teachers and principals
- Need to build the knowledge base
- Need to support new models of preparation (with clinical preparation central)
- Consideration multiple views, divergent perspectives
- Need for better data and greater transparency

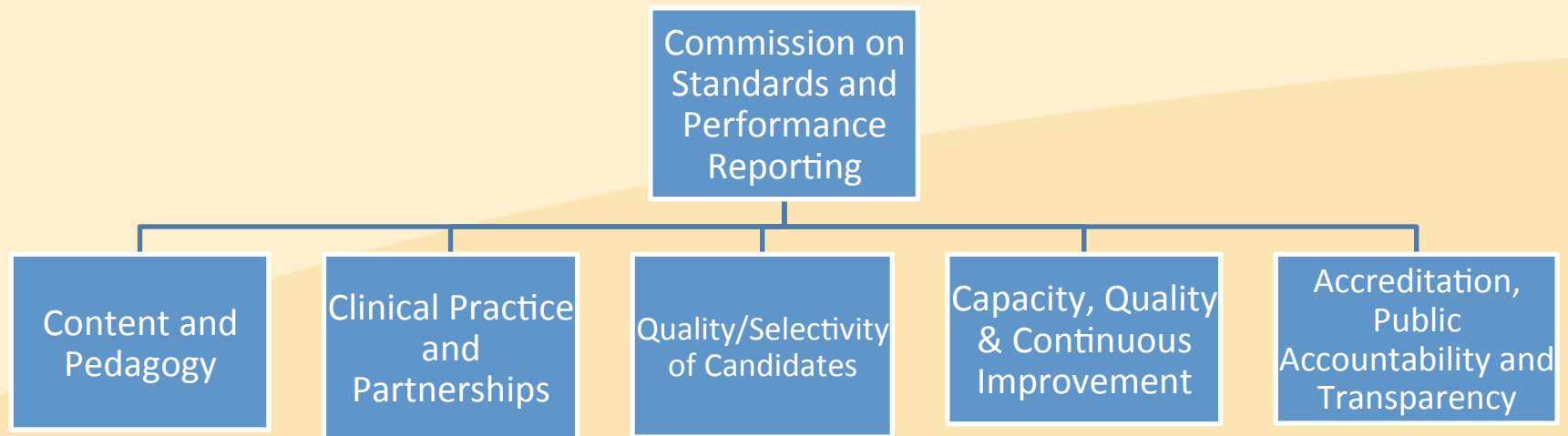
Charge to the Commission

Transform the preparation of teachers by creating a **rigorous system of accreditation** that **demands excellence** and **produces teachers who raise student achievement**.

Develop accreditation **standards for all preparation programs** that are **based on evidence, continuous improvement, innovation, and clinical practice**.

Recommend transparent **public accountability reporting** with multiple measures, including those directly linked to student achievement.

Structuring the Work



Evidence-Informed Accreditation

- Multiple measures necessary
- Impact on student learning central
- Valid & reliable interpretation critical
- Data quality & continuous improvement
- Data Task Force convened
- Collaboration with APA and others
- (look for reports to come...)

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.

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 professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3:

Candidate Quality, Recruitment & 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. This process is ultimately determined by a program's meeting of Std 4.

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.

Standard 5 *(begun)*: Quality Assurance & Continuous Improvement

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 and evidence-based, and that evaluates the effectiveness of its completers.

Standard 5 (continued): Quality Assurance & Continuous Improvement

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.

Recommendations: Annual Reporting and Monitoring

The Commission recommended that CAEP gather the following data & monitor them annually from all providers:

Measures of **Program Impact**:

- Impact on P-12 learning and development
(data provided for component 4.1)
- Indicators of teaching effectiveness
(data provided for component 4.3)
- Results of employer surveys, including retention and employment milestones
(data provided for component 4.2)
- Results of completer surveys
(data provided for component 4.4)

Recommendations: Annual Reporting and Monitoring

Measures of **Program Outcome**/ Consumer Information:

- Graduation rates (who finishes, drops/counseled out)
- Ability of completers to meet licensing (certification) and any additional state requirements (e.g., acceptable scores and pass rates on licensure exams)
- Ability of completers to be hired in education positions for which they were prepared
- Student loan default rates and other consumer information

Recommendations: Annual Reporting and CAEP Monitoring

The Commission recommends that CAEP identify levels and significant amounts of change in any of these indicators that would prompt further examination by the CAEP Accreditation Council's Annual Monitoring Committee. Outcomes could include: (1) requirement for follow-up in future years, (2) adverse action that could include revocation of accreditation status or (3) recognition of eligibility for a higher level of accreditation.

In addition, the Commission recommends that CAEP include these data as a recurring feature in the CAEP annual report.

Recommendations: Levels of Accreditation Decisions

The Commission proposes four levels of accreditation decisions:

- **denial of accreditation**—for providers that fall below CAEP guidelines in two or more standards;
- **probationary accreditation**—awarded to providers that meet or surpass CAEP guidelines in four standards, but fall below in one of the standards;
- **full accreditation**—awarded to providers that meet CAEP guidelines for all five standards; and
- **exemplary or “gold” accreditation**—awarded to a small number of providers that meet CAEP guidelines set for all five standards and surpass those guidelines for a combination of standards.

Levers of Change

- Build partnerships and strong clinical experiences
- Raise and assure candidate quality
- Include all providers
- Insist that preparation be judged by outcomes and impact on P-12 student learning and development

CAEP's new structure and plans to support Research

- Strategic Plan with Emphasis on Research and Development
- Structural Changes in Organization and Governance (R&D Function and Research Committee)
- Study on New Standards
- Data Task Force
- Partnership with states on data capacity

Strategic Goals

- To raise the bar in educator preparation
- To promote continuous improvement
- To advance research and innovation
- To increase accreditation's value
- To be a model accrediting body
- To be a model learning organization

CAEP's structure aims to build capacity

- Strategic plan emphasizes on research & development
- Structural support: R&D area and Research Committee
- Study on impact of new standards
- Data Task Force sets stage for data quality efforts
- Partnership with states on data sharing
- Pilot implementation of pupil surveys
- 'Improvement science' focus in Clinical Alliance

Connect with CAEP

Standards

<http://caepnet.org/accreditation/final-standards/>

Board of Directors Membership

<http://caepnet.org/about/board/>

Strategic Plan

<http://caepnet.org/about/strategicplan/>

Thank you!

Questions?