

CAEP: The Council for the Accreditation of Educator Preparation

James G. Cibulka, President
Frank B. Murray, Chair of the Board

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.

CAEP Offers Four Accreditation Options*

- **Continuous Improvement**
- **Inquiry Brief**
- **Internal Academic Audit**
- **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.

Options for Review of Specialty Preparations

1. National recognition of programs that have met SPA standards
2. CAEP review of clusters of programs with report to institution, visiting team, & state
 - Secondary programs
 - Cross-grade programs (i.e. elementary education, special education, & early childhood education)
 - Other school professionals
3. State review for program approval

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.

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

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 for accreditation with a single voice
- Continue current NCATE and TEAC accreditation independently, but in more collaborative fashion
- 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.caepsite.org/documents/
designteamreport.pdf](http://www.caepsite.org/documents/designteamreport.pdf)**