# State Policy and Practice Portrait

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## Influencing Educator Preparation: Leveraging the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR Center) to Fulfill the Council for the Accreditation of Educator Preparation (CAEP) Requirements

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## The Priority

A wave of accountability concerning the effectiveness of educators has swept the field in the last decade. Educator effectiveness has a demonstrated impact on student learning, and a plethora of initiatives have endeavored to better prepare and support educator capacity. Although the last decade targeted the design and implementation of educator evaluation systems, a focus on preservice educators has taken root. The importance of high-quality educator preparation cannot be understated.

Two national entities, the Council for the Accreditation of Educator Preparation (CAEP) and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, though initiated independently, are partnering to support state efforts to improve educator preparation programs (EPPs). Although they both rely heavily on evidence-based practices and teams of professionals, their approaches to reform differ. CAEP ensures EPP quality and continuous improvement through its evidence-based accreditation process and using high standards. The CEEDAR Center, on the other hand, establishes a collaborative mechanism among state departments of education, EPPs, and local education agencies to advance improvements in policy and practice to ensure that all teachers and leaders are prepared and supported to meet the needs of the diversity of learners in schools.

> **How is CEEDAR broader than special education?**
>
> CEEDAR intensive technical assistance is a collaborative mechanism among state education agencies, EPPs, and local education agencies established to advance improvements in policy and practice in the ways in which *all* teachers and leaders are prepared and supported to meet the needs of each learner—with specific attention to students with disabilities.

### CEEDAR Intensive States
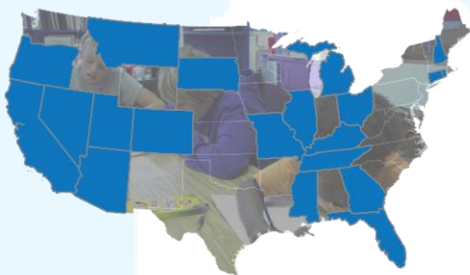


CAEP undoubtedly represents a change from prior accreditation requirements moving from process toward results-oriented outcomes. These new requirements have, in many ways, unsettled preparation programs scurrying to comply with more rigorous data demands and increased attention to improved educator practice. At the same time, many states are working to align their professional learning systems, which include EPPs, with support from the CEEDAR Center. To mitigate the risk of these efforts working in silo, this brief demonstrates how the work of the CEEDAR Center can be leveraged to both inform and fulfill CAEP accreditation requirements.

# Making the Connection: Using CEEDAR Products and Services to Respond to CAEP Review and Reporting Requirements

The CEEDAR Center partners intensively with 20 states by providing support and alignment opportunities for stakeholders at various levels. Through ongoing technical assistance and collaboration, many states are beginning to realize the potential of using their CEEDAR activities to meet CAEP requirements. At the system level, states have considered using CEEDAR products to develop state policies and practices that provide EPPs with timely access to data required for CAEP reporting. The table below provides illustrative examples of how CEEDAR products and services also can be used as evidence for the five CAEP standards.

| CAEP Standard | Role of CEEDAR Technical Assistance Products and Services |
|---|---|
| Standard 1: Content and Pedagogical Knowledge | Standard 1 requires evidence that candidates develop a deep understanding of the critical concepts and principles of their discipline.The grounding and underpinning of CEEDAR efforts begins with the evidence base in instructional practices, teacher and leader preparation pedagogy, and, where available, policy. CEEDAR has developed Innovation Configurations (ICs) that synthesize research and identify the essential components of evidence-based practices (EBPs). The ICs are used to identify strengths and gaps in programs that can be used to strengthen coursework, practice-based opportunities, and field-based experiences to fully integrate EBPs. The ICs also are supported with CEEDAR's Course Enhancement Modules that are designed to support faculty and professional development providers in the revision process. Use of these tools can supply evidence for Standard 1 through assessment results and revised syllabi and program requirements. |
| Standard 2: Clinical Partnerships and Practice | Standard 2 targets the strengthening of clinical partnerships by increasing shared responsibilities for continued improvements by both the EPPs and LEAs. CEEDAR state teams include representatives across the state education agencies (SEAs), three participating EPPs, and LEAs. Partnerships are established and, in many states, concerted efforts are emerging to strengthen partnerships to both inform program reform and advance the quality of candidate field experiences. Innovative practices are developing to strengthen clinical experiences through these jointly vested efforts. This is a ready-able group of vested stakeholders that can be leveraged to champion partnership efforts. Likewise, state CEEDAR efforts can serve as evidence of programs meeting expectations within Standard 2. |
| Standard 3: Candidate Quality, Recruitment, and Selectivity | Standard 3 requires EPPs to demonstrate candidate capacity to apply knowledge and deliver evidence-based instructional practices and interventions with fidelity to each student. Some states have utilized CEEDAR TA and resources to collaborate with stakeholders to strengthen performance assessments, others have aligned instructional expectations across preservice and inservice programs within observation rubrics, and still others are in the process of retooling licensure and certification standards. These products and services provide for improved demonstration of candidate performance over time and increased selectivity and advancement of candidates through the program. |
| Standard 4: Program Impact | Standard 4 requires EPPs to demonstrate 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.CEEDAR can assist states in aligning data collection efforts statewide, with a specific lens toward disaggregating data for exceptional student populations. This kind of coordination can make it easier for EPPs seeking CAEP accreditation and it can strengthen the type of data collected concerning the performance of teachers and leaders in meeting the academic and social needs of students with disabilities (SWDs). For example, CEEDAR partners can strengthen survey design for graduates and hiring leaders to ascertain candidate capacity to meet the needs of SWDs in their classrooms. These data can be used to determine the overall effectiveness of CEEDAR reform efforts while also responding to CAEP |

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|---|---|
| | requirements. |
| Standard 5: Provider Quality Assurance and Continuous Improvement | Standard 5 of CAEP accreditation focuses on continuous improvement of preparation programs using valid data from multiple measures. Data gleaned through the analysis of coursework using the CEEDAR ICs, the revised syllabi and program requirements that result, and enhanced faculty preparation and support can all inform overall program effectiveness. Moreover, the resilient partnership formed as a result of CEEDAR efforts enables continuous stakeholder input and feedback into the reform process. |

## Moving Forward

The CEEDAR Center offers states an established process for aligning their professional learning systems, of which CAEP is a critical component for many. Through CEEDAR, states have the opportunity to engage EPPs and other stakeholders in collaborative conversations to identify how best to move forward. To ensure that states are able to leverage CEEDAR to support EPPs in meeting the CAEP requirements, CEEDAR teams should consider the following recommendations.

- **Ensure that the right people are engaged.** Communication and collaboration are a critical first step. This requires that key personnel from the state education agency and EPPs representing CAEP and CEEDAR engage in ongoing conversations to align efforts at the state and EPP levels. Key personnel should include individuals with decision-making authority at both levels. CEEDAR can play a key role in facilitating these important conversations.

- **Access the right resources.** To model the alignment between the two entities, CEEDAR and CAEP have collaborated on two recent webinars. In addition, the CEEDAR Center has developed technical assistance tools that teams can use to engage in conversations about the alignment of these efforts. Additional resources are highlighted in the box below.

- **Ask the right questions**. Once teams have the right stakeholders engaged and the right resources, the next step is beginning to ask the right questions. Consider the following as you engage stakeholders:
  - ✓ How can we align our CEEDAR and CAEP work?
  - ✓ Are we clearly communicating the alignment to stakeholders?
  - ✓ What supports do we need?
  - ✓ What are our next steps?

## Featured CEEDAR Resources

_CEEDAR's 14 ICs_ include research reviews and course evaluation rubrics. IC topics include effective instruction for SWDs and useful pedagogies for preparing teachers and leaders. ICs are used to revise EPP curricula.

_Course Enhancement Modules (CEMs)_ in seven content areas support faculty in integrating information from the ICs into their teacher and leader programs. CEMs focus on inclusion, multi-tiered systems of support, literacy, behavior management, and universal design for learning, among other topics.

_Promises to Keep_ outlines policy considerations for preparing educators to work effectively with SWDs in inclusive environments.

If your team needs additional assistance in aligning CAEP and CEEDAR activities, please contact the CEEDAR Center at www.ceedar.org.