

What Is Different About the Council for the Accreditation of Educator Preparation (CAEP)?

- ✧ New and different data compared with the National Council for Accreditation of Teacher Education and Teacher Education Accreditation Council
- ✧ More emphasis on impact of program
- ✧ Provider must provide evidence from graduates and employers

Standards—CAEP

- ✧ Standard 1: Content and Pedagogical Knowledge
- ✧ Standard 2: Clinical Partnerships and Practice
- ✧ Standard 3: Candidate Quality, Recruitment, and Selectivity
- ✧ Standard 4: Program Impact
- ✧ Standard 5: Provider Quality Assurance and Continuous Improvement

Federal Regulations and Accreditation Standards

- ✧ New federal regulations will require states to collect and report data about programs to the U.S. Department of Education
- ✧ Part of the Higher Education Act (HEA)
- ✧ Federal and CAEP data requirements are similar

Proposed HEA Regulations

- ✧ New teacher placement and 3-year retention rates
- ✧ Teacher and employer surveys on the effectiveness of preparation
- ✧ Effectiveness of new teachers measured by student growth performance teacher evaluation measures during their first three teaching years
- ✧ Program quality: clinical preparation, candidates' knowledge of content and pedagogy, and rigorous entry and exit requirements

USING CEEDAR EFFORTS TO STRENGTHEN CAEP WORK

Standard 1: Content and Pedagogical Knowledge

- ✧ CEEDAR Innovation Configurations (ICs) identify the essential components of evidence-based practices.
- ✧ Use of ICs and Course Enhancement Modules can supply evidence for Standard 1.

Standard 2: Clinical Partnerships and Practice

- ✧ CEEDAR state teams include policymakers, institution of higher education preparation providers, and local education agencies.
- ✧ Ready-made partnerships related to CEEDAR principles.

Standard 3: Candidate Quality, Recruitment, and Selectivity

- ✧ CEEDAR state teams create processes for measuring candidates' progress through preparation.
- ✧ These efforts demonstrate purposeful efforts to advance candidates' skills.

Standard 4: Program Impact

- ✧ CEEDAR state teams seek data about teachers and students, emphasizing alignment of data and disaggregation by student background.
- ✧ CEEDAR teams can strengthen design of surveys for graduates and hiring principals.

Standard 5: Provider Quality Assurance and Continuous Improvement

- ✧ Data gleaned from analysis of syllabi and coursework to align with CEEDAR principles
- ✧ State teams are resilient partnerships, an example of a structure for continuous improvement.

CEEDAR Sweet Spots

- ✧ Settings and duration of clinical training
- ✧ Evidence of pedagogical knowledge
- ✧ Partnerships between K–12 and preparation providers
- ✧ Survey items for graduate and/or hiring administrator