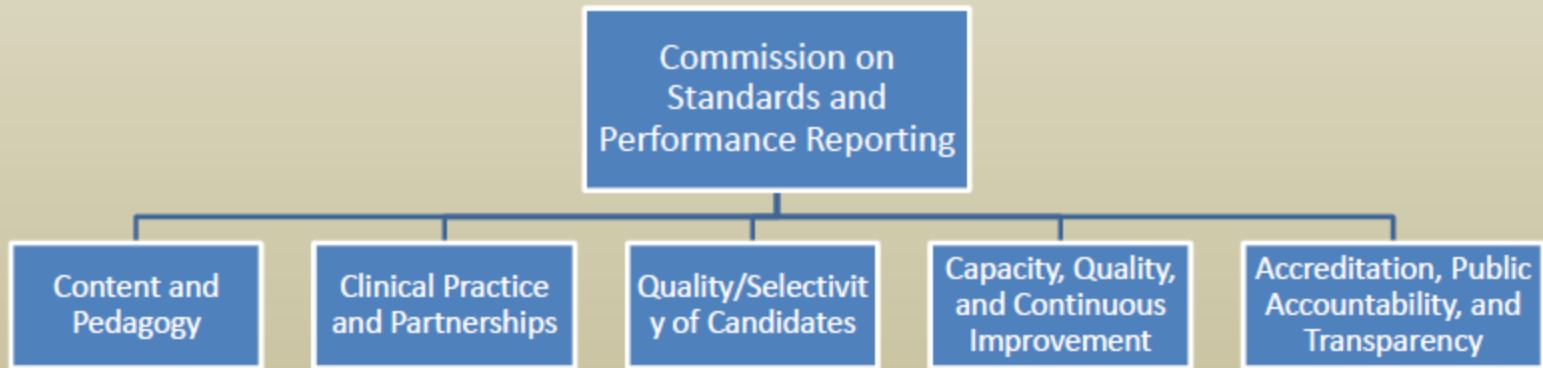


CAEP Standards for Educator Preparation

Data Day

April 5, 2013

Commission Structure and Working Groups



Council for the
Accreditation of
Educator Preparation

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Commissioners

Member	Title	Organization
Camilla Benbow,	Patricia and Rodes Hart Dean of Education and Human Development	Vanderbilt University, Peabody College
Terry Holliday	Commissioner of Education	Kentucky Department of Education
Andrés Alonso	Chief Executive Officer	Baltimore City Public Schools
JoAnn Bartoletti	Executive Director	National Association of Secondary School Principals
Erik Bitterbaum	President	State University of New York College at Cortland
Mary Brabeck	Dean, Steinhardt School of Culture, Education and Human Development	New York University
Peggy Brookins	NBCT, Mathematics Instructor	Forest High School, Florida
Gail Connelly	Executive Director	National Association of Elementary School Principals
Richard DeLisi	Dean, The Graduate School of Education	Rutgers University
Melissa Erickson	PTA Leader	Hillsborough Public Schools, Florida
Francis (Skip) Fennell	Professor of Education	McDaniel College
Deborah L. Ford	Chancellor	University of Wisconsin-Parkside
Susan Fuhrman	President, Teachers College	Columbia University
Kurt F. Geisinger	Professor of Educational Psychology	University of Nebraska
Rick Ginsberg	Dean, School of Education	University of Kansas
Marquita Grenot-Scheyer	Dean, College of Education	California State University, Long Beach
William Isler	School Board Representative	Pittsburgh Public Schools
Christopher Koch	State Superintendent	Illinois State Board of Education
Jim Kohlmoos	Executive Director	National Association of State Boards of Education
Jillian Lederhouse	Professor of Education	Wheaton College
Arthur Levine	President	Woodrow Wilson National Fellowship Foundation
Annie Lewis O'Donnell	Vice President, Program Design and Teacher Preparation	Teach for America
Paul Lingenfelter	President	State Higher Education Executive Officers
Patricia Manzanares-Gonzales	Provost and Vice President for Academic Affairs	Western State Colorado University
Tina Marshall-Bradley	Associate Vice President, Academic Affairs	Paine College
Susan B. Neuman	Professor of Education	University of Michigan
Tom Payzant	Professor of Practice	Harvard Graduate School of Education
Rebecca Pringle	Secretary/Treasurer	National Education Association
Sidney Ribeau	President	Howard University
Benjamin Riley	Director of Policy and Advocacy	New Schools Venture Fund
David Ritchey	Executive Director	Association of Teacher Educators
Haydee Rodriguez	NBCT, History and Theatre Teacher	Central Union High School District, California
Terry Ryan	Vice President for Ohio Programs & Policy	Thomas B. Fordham Institute
Philip Schmidt	Associate Provost, Teachers College	Western Governors University
David Steiner	Dean, School of Education	Hunter College
Jennifer Stern	Executive Director, Talent Management	Janus Education Alliance and Denver Public Schools
Julie Underwood	Dean, School of Education	University of Wisconsin-Madison
Randi Weingarten	President	American Federation of Teachers
Bob Wise	President	Alliance for Excellent Education
Donna Wiseman	Dean, College of Education	University of Maryland

Standards Timeline

- Commission revises and approves standards by mid-June 2013
- CAEP Board of Directors reviews and adopts standards summer 2013
- Standards and supplemental materials developed through fall 2013
- Standards released in January 2014
- Fully implemented January 2016

4 Leverage Points in the Commission's Standards

1. Building partnerships and strong clinical experiences
2. Raising and assuring educator-candidate quality
3. Including all providers
4. Judging preparation by outcomes and impact on P-12 student learning

Examples of Evidence

- Familiar to any accredited provider
- Familiar forms applied more rigorously
- Emergence of additional measures or new assessments
- Measures new to accreditation

Standard One

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 One Components

- Content and pedagogical knowledge-1
- Instructional practice-4
- The learner and learning-4
- Equity-1

Standard Two

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.

Standard Two Components

- Partnerships for clinical preparation
- Clinical educators
- Clinical experiences

Standard Three

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.

Standard Three Components

- Plan for recruitment
- Recruitment of diverse candidates
- Recruitment to meet employment needs
- Admission standards
- Additional selectivity factors
- Selectivity during preparation
- Selection at completion-2

Standard Four

Standard 4:PROGRAM IMPACT

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

Standard Four Components

- Impact on student learning
- Indicators of teaching effectiveness
- Satisfaction of employers
- Satisfaction of completers

Standard Five

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.

Standard Five Components

- Quality and strategic evaluation-3
- Continuous improvement-2
- Capacity-1

Recommendations: Annual Reporting on Program Impact

The Commission recommends that CAEP gather the following data and monitor them annually from all providers on measures of program impact:

1. Impact on P-12 learning
2. Indicators of teaching effectiveness
3. Results of employer surveys, and including retention and employment milestones
4. Results of completer surveys



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Recommendation

Annual Reporting on Program Outcomes

1. Graduation rates
2. Ability of completers to meet licensing (certification) and any additional state requirements
3. Ability of completers to be hired in education positions for which they prepared
4. Student loan default rates

Urgent request to display data 5/16/12

Please consider *prominently* posting, on your institutional or SCDE website, any or all of the following items *by October 1, 2012*:

1. Results of state licensure exams,
2. Results of employer and/or graduate surveys,
3. Average GPAs of program completers,
4. Retention rates in preparation programs and in the teaching field (if available),
5. Job placement rates,
6. Value-added or growth model data on teacher effectiveness,
7. Graduation rates, and/or
8. Other measures as appropriate.

What does it mean?

- Look at the components listed under the standards for specific requirements.
- Discuss how the new standards will effect your program and/or department.
- How does the move for transparency and accountability interact with our desired candidate outcomes at SFA?