The CAEP Story and Policy Implications

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History of CAEP

• Founded 1954
• Accredited 700 units

• Founded 1997
• Accredited 213 programs in 164 institutions

• Founded 2013
• NCATE & TEAC merged
• Only accreditor for educator preparation in the US
What is CAEP?

**CAEP’s mission**
Advance excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning

**CAEP’s vision**
Increase the value of accreditation to be an attribute demanded by the public while expanding its footprint by bringing more providers into the accreditation fold

**Purpose of accreditation**
Assure teacher candidates, parents, employers, policy makers and the public that a CAEP-accredited provider has been rigorously evaluated and has met or exceeded high standards of quality
CAEP Accreditation Process: Levers for Improved Educator Quality

Optional Assessment Review
Self studies
Formative Off-site Review
On-site Review

Annual Reporting
Annual Report Requirements

• Eight annual report measures
  ▪ Impact measures
    • P-12 student learning/development
    • Observations of teaching effectiveness
    • Employer satisfaction
    • Completer persistence and completer satisfaction
  ▪ Outcome measures
    • Completer or graduation rate
    • Licensure rate
    • Employment rate and
    • Consumer information
CAEP Standards: Levers for Improved Educator Quality

• Build partnerships and strong clinical experiences
• Raise and assure candidate quality
• Data-driven, continuous improvement
• Include all providers
• Insistence that preparation be judged by outcomes and impact on P-12 student learning and development
  ▪ —Results matter; “effort” is not enough.
CAEP Standards

**Standard 1:** Content and Pedagogical Knowledge

**Standard 2:** Clinical Partnerships and Practice

**Standard 3:** Candidate, Quality, Recruitment, and Selectivity
CAEP Standards

**Standard 4:** Program Impact

**Standard 5:** Provider Quality, Continuous Improvement, and Capacity
Toward a Culture of Evidence

• Central Role of Evidence
• Stronger Data and Data Systems
• Better Use of Evidence
• Building Better Evidence
Policy Implications

- Revision of State Regulations

- State collection and sharing of data-employer surveys, student surveys, etc. (Standard 4)

- State Data Systems

- Policies related to district/school partnerships with EPPs (standard 2)
Contact Information

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