



Council for the
Accreditation of
Educator Preparation

Transformation Initiative: Vision, Status, and Works-in Progress

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Era of Big Data

- A lot more data, so how do we generate meaningful data and use data effectively?



GOAL 1: Transformation

Provide way within accreditation to transform educator preparation

FOCUS:

Improving student achievement through the preparation of highly effective educators.



GOAL 2: Stronger Research Base

- Strengthen empirical knowledge base
- Contribute more broadly to the field
- Engage faculty in scholarly work related to their discipline

GOAL 3: Drive Innovation Through Research and Development

- Role of accreditation in transformative innovation at systemic level – move beyond compliance
- Creates system for rewarding provider for innovation and contributions to improving the empirical knowledge base within the field of educator preparation

GOAL 4: Culture of Continuous Improvement

- Transforming programs not going to happen without faculty engagement
- Research on high-performing organizations shows they draw on expertise of staff, working together in highly focused teams

GOAL 4: Culture of Continuous Improvement

- Opportunity to use data for program improvement
- Benchmarking
 - against peer providers, as well as within own program
 - networking (e.g., networked learning communities)

GOAL 4: Culture of Continuous Improvement

- Creation within CAEP of the capacity to share information
 - Moving to system with more common measures, across states and providers
 - Increasingly available longitudinal data
 - Ability to establish norms

CAEP's Mission

CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Strategic Goal: To Advance Research and Innovation

CAEP will develop and implement an agenda for research and innovation to foster continuous improvement in educator preparation.

Strategic Goal: To Advance Research and Innovation

CAEP will:

- **Develop a research** agenda to support innovation and evidence-based practices.
- **Work with partners** to implement identified research priorities.
- **Investigate its own practices** to increase the accuracy and transparency of its own process and to enhance the quality of evidence, including measures of pupil learning, brought forward.

Strategic Goal: To Advance Research and Innovation

Early initiatives:

- Pilot implementation of P-12 student surveys in teacher candidates' classes and classrooms.
- Support for partner projects undertaken by AACTE, CEEDAR

Longer-term projects:

- Investigation of the impact of CAEP standards
- Explore integration of state data systems to facilitated cross-state investigations
- Promote comparable measures and data standards to facilitate research in the field

Where Accreditation is Headed

CAEP supports the field's movement toward:

- Better data *quality*—reliable, valid data use
- Better data *systems* for more powerful analysis
- Better *designs* allow innovations and test connections
- Broader *transparency* (reporting, benchmarking)
- Building *new capacity* in partnerships w IHEs

Where is TI Now? Status Update...

- 28 educator preparation providers (EPPs) engaged in the process
 - 3 collaborations (12 EPPs)
 - Tennessee Board of Regents: includes 7 EPPs (Tennessee State, University of Memphis, Austin Peay State, Middle Tennessee State, East Tennessee State, Tennessee Tech, Winona State)
 - Missouri Alliance: 3 EPPs with a public school system (Drury, Evangel, Missouri State)
 - Colorado Initiative: Joint collaboration between University of Colorado at Denver and University of Colorado at Boulder
 - 9 independent TI projects
 - 3 in development
 - 4 inquiries in progress

Goal 1: Transformations

- Every licensed teacher (TN TBR)
 - should enter the classroom with at least entry-level knowledge, skills, and characteristics of quality teaching that lead to positive student outcomes.
 - should have access to avenues for competency-based recognition and advancement for teaching excellence.
 - should be exposed to research-based best-practice models of instruction in every facet of preparation.

Goal 2: Research Base

- What evidence is there that the design and workings of a specific teacher education program has contributed to a positive transformation of its teacher education program and one or more partner schools? (MO)
- What is the effect of year-long student teaching placements in selected partnership schools...on the performance of the teacher candidate...? (CSUMB)

Goal 3: Innovation

Instruments (TTU)

- *Teaching competency*: Teacher candidates' (TC's) scores on the Teacher Advancement Program (TAP) rubric, with six administrations
- *Readiness to teach*: Readiness to Teach Questionnaire
- *Classroom Climate*: Tripod assessment instrument (Cambridge Evaluation survey focused on improving student performance by strengthening content, pedagogy, and relationships)
- *Student-learning gains*: District assessments (DAs) or other benchmarking assessment; value-added score of mentor teachers; comparison of changes over time

Goal 4: Continuous Improvement

- We propose to build an *outcomes-based system* based on five essential outcomes ... (CO):
 - impact on P-12 student learning,
 - knowledge of content and content pedagogy,
 - evidence-based performance/practice,
 - dispositions, and
 - persistence in the education profession.
- In our schools, we will implement the outcomes framework in all our programs that prepare educators at the initial and advanced levels. In so doing, we intend to further deepen faculty commitment to the process of continuous improvement.

TI from the EPP perspective

TI proposal recently approved

East Carolina University represented by

- Linda Patriarca, Dean of the College of Education
- Diane Lys, Director of Assessment and Accreditation

TI in full-swing in the Missouri Alliance

Evangel University represented by

- Colleen Hardy, Chair of the Education Department