Applying to CAEP: Policy, Procedure, and Process

Note: If you are currently in process or accredited by the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC), you do not need to apply to the Council for the Accreditation of Educator Preparation (CAEP). If you are currently accredited by either NCATE or TEAC, you are immediately considered CAEP Eligible throughout your current NCATE or TEAC accreditation term.

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Presentation Overview

• Phase I Application
  ▪ Process of Phase I
  ▪ Receiving AIMS log-in information

• Phase II Application
  ▪ Providing Capacity Information
  ▪ Completing the Application Process

• After the Application
  ▪ Program Review
  ▪ Instrument Assessment
  ▪ EPP Annual Report
What does the successful application process look like?

- Initial Contact
- Exchange of information and questions
- Phase I Application
  - Acceptance Grants ‘Applicant’ status
  - AIMS (Accreditation Information Management System) profile created
  - EPP (Educator Preparation Provider) Annual Report is required
  - EPP Annual Fee is required
- Phase II Application
  - Acceptance Grants Candidate status
  - EPP enters formal accreditation process
    - Program Review, Early Instrument Assessment, Accreditation
Phase I Application

- Paper or Digital Application
- Name, URL, and address of EPP and Institution
- Name and contact information of EPP Head Administrator and CEO of Institution/Organization
- Preliminary pathway choice
- Proposed visit date
- # of Program Completers from last academic year
- Name and signature of EPP Representative that completes the application
- Name and signature of CEO and Head Administrator to indicate agreement with and intent to follow CAEP policies
  - Providing information, following pathway specific policies, public disclosure of accreditation status, annual fee
Definition: Program Completers

Program completers are all individuals who:

- Are eligible for a teaching license
- Are licensed teachers
- Work as a school administrator, school psychologist, school library media specialist, reading specialist, etc
- Completed a bachelor's, post-bachelor's, master’s, specialist, or doctoral program in the EPP
Reasons why a Phase I Application would not be accepted or would be delayed.
Phase II Application

- Digital Application located in AIMS
- Capacity Tables (relate to USDoE regulations)
- Readiness for Self-Assessment Checklist (uploaded document)
- Readiness Narrative (uploaded document)
- Proof of regional or institutional accreditation (uploaded documentation)
  - or -
- Evidence of Capacity for EPPs that are not housed within regionally or nationally accredited institutions of higher education (uploaded documents)
- Renders status as CAEP candidate
Capacity Tables

- Aligned with United States Department of Education Regulations
  - Program Characteristics
    - Name(s) of program(s), enrollment, degree/cert/license level, delivery method, state approval, date of state approval, program review option
  - Accreditation Plan for Programs by Site of Operation
    - Geographic site, program(s) at site, included in accreditation review
  - Clinical Educator Qualification Table – EPP Faculty
    - Name, highest degree earned, field or specialty area, program assignment(s), teaching assignment within program, P-12 cert/licensure, P-12 experiences
    - Does not include P-12 school-based clinical educators
  - Parity Table
    - Facilities, fiscal support, administrative support, candidate support services, candidate feedback
Readiness for Accreditation Self-Assessment Checklist and Rationale

• Both documents are to support the EPP’s determination of when to undergo its site visit

• Checklist
  ▪ Template, standard by standard evidentiary list where EPP self determines whether evidence is underdeveloped, in development, or developed

• Rationale (Narrative)
  ▪ No template, EPP further explains decision including circumstances and criteria not included in the checklist
Candidacy

• Candidate for Accreditation
  - EPP asserts that it will be ready to host a site visit within 5 years of having its Phase II Application accepted
    - If 5 years pass without a site visit, EPP must resubmit Phase I Application
  - Staff collaborate with EPP to support decision making on site visit timing
  - Staff make determination on whether to accept Phase II Application
Reasons why a Phase II Application would not be accepted or would be delayed.
Next steps: Program Review, EPP Annual Report, Instrument Assessment

- **Program Review:**
  - Available options are enumerated in state agreement
    - SPA review (national recognition)
      - Reports due three years prior to visit
    - State review
    - Program review with feedback
      - Option only available when allowed in state agreement
      - Disaggregated data by specialty licensure area and gathered from EPP-wide instruments are provided with the self-study report.
EPP Annual Report

• The EPP Annual Report is due every year. It opens in January and is due in April.
• While in candidacy, there are lessened reporting requirements. EPPs are required to update contact information, program details, EPP characteristics, and number of program completers.
Early Instrument Assessment

• Instrument Assessment shell in AIMS is available through request.
• EPPs can upload up to ten EPP-wide assessments for review and feedback by CAEP’s Assessment Reviewers.
  ▪ EPPs provide additional information on context of instruments as well as on validity/reliability measures.