



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Teacher Education
Calvin University
Grand Rapids, Michigan

Accreditation Council April 2020
Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2025. The next site visit will take place in Fall 2024.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Not Applicable	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Not Applicable	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Not Applicable	Not Applicable
STANDARD 4/A.4: Program Impact	Not Applicable	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP did not provide sufficient evidence that candidates	Assessments used to provide evidence that candidates

	use research and evidence to assess P-12 student progress and modify instruction based on student data. (Component 1.2)	are successful in using research and evidence to assess P-12 student progress and modify instruction based on student data were not sufficient to provide adequate analysis and interpretation of candidates' skills in this area.
2	The EPP did not provide a sufficient plan regarding the collection of data related to candidates' ability to afford all P-12 students access to rigorous college and career-ready standards. (Component 1.4)	The assessments used to collect data related to college and career-ready standards do not meet the CAEP sufficiency level and a plan to revise the assessments was not provided.

STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP did not provide a plan to create a shared responsibility model that included strategies to co-select, prepare, evaluate, support, and retain high-quality clinical educators. (Component 2.1)	A plan was not presented outlining strategies for the inclusion of school partners in curriculum development and clinical experiences.

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The Recruitment Plan does not sufficiently address strategies for monitoring employment opportunities for candidates, meeting the employment demands in hard-to-staff schools, and increasing candidate diversity (Component 3.1).	Even though a recruitment plan has been established, it does not address strategies for monitoring employment opportunities for candidates, meeting the employment demands in hard-to-staff schools, and increasing candidate diversity.

STANDARD 4: Program Impact

	Areas for Improvement	Rationale
1	The EPP did not provide a sufficient plan to conduct ongoing systematic analysis and interpretation of multiple measures of completers' impact on student learning to improve programs (Component 4.1).	Even though the EPP received state data for completer effectiveness, the data are not analyzed and interpreted to improve the program, candidate performance, or P-12 student learning.
2	Sufficient plans were not present to ensure that data are collected from completers and employers on a systematic basis to improve programs and unit operations (Component 4.3, 4.4).	Data have been collected from completers and employers on an inconsistent basis resulting in little opportunity to improve programs or candidate performance.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP created assessments do not meet the sufficiency criteria limiting the ability to interpret the results and make improvements (Component 5.2).	The EPP created assessments did not meet the sufficiency criteria across the standards including proficiency levels for each criterion, content validity, and inter-rater reliability.

2	Data are not accessible or available for use by a variety of users limiting the opportunity to improve programs, candidate performance, and unit operations (Component 5.5).	The data management system used by the EPP does not allow for easy access by faculty members.
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INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels

- leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
- 2. Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report