

We understand the challenges that many of our educator preparation providers are facing in the midst of this pandemic. We are working with providers individually to meet the needs of providers, while still maintaining fidelity in the accreditation process.

Data collection for EPPs that were planned for spring 2020 and fall 2020 have been impacted by the pandemic. The CAEP Accreditation process allows for flexibility in data collection, but what an EPP is doing must be documented. Will candidates graduate without any clinical practice, or will an EPP take an innovative approach to meet that clinical practice requirement to prepare candidates to succeed in K-12 classrooms? The strategies an EPP takes need to be documented.

The cornerstone of CAEP Accreditation is continuous improvement. EPPs are expected to collect evidence between one accreditation visit and the next. If an EPP is unable to collect data at a certain point in time due to extreme circumstances, that would need to be documented in the Self-Study Report. (SSR) At the time of the SSR EPPs should provide the evidence based on the cycles of data they were able to collect in the most recent applications. Since EPPs have two more opportunities to provide additional evidence after submitting the SSR--as part of the Addendum to the Formative Report and during site visit-- you may mention on the SSR a rationale for the missing data and when it will be available keeping in mind the site visit date. The trend data will be discussed accordingly.

CAEP Accreditation is a peer driven process. It is important that as we work through this changing landscape we now face that we continue to communicate. EPPs facing challenges may need to alter their work. It is imperative that any changes be documented and communicated to reviewers and CAEP staff, so that we can work together on a case-by-case basis to address the changing needs.