

February 26, 2015

Commissions a study to address implementation

The CAEP Board of Directors convened a special meeting on February 13, 2015 to continue its December, 2014 Board consideration of feedback on the academic selectivity criteria in CAEP Standard 3. The Board has listened carefully to a variety of perspectives.

CAEP's mission is to transform educator preparation so that graduates can help improve P-12 student learning. The CAEP Standards, adopted in 2013, are an essential means to achieving this commitment to our nation's children. Research indicates that quality instruction and leadership are the most important school-based factors related to student achievement and learning. The National Research Council's [*Preparing Teachers: Building Evidence for Sound Policy*](#) (2010) and many other reports identify selectivity of candidates as one of the primary variables that providers can adjust to influence the success of their completers. CAEP's Standard 3 uses challenging admissions selectivity criteria and continuous quality monitoring so that completers will achieve greater success with P-12 student learning.

Accordingly, the Board took the following actions:

- It has reaffirmed its commitment to these admissions criteria. CAEP's minimum criteria scheduled to go into effect for the 2016 year will be implemented as stated, along with the currently stated options for alternatives.
- CAEP is commissioning a study concerning the stepped-up criteria for 2018 and beyond and will consider the results of such a study before it implements any stepped-up criteria. The Board will consider the findings and recommendations of this study.
- The Board directed that all EPPs are to address academic ability and achievement of admitted candidates in their self studies. Specific details are discussed in the CAEP Accreditation Manual, which has been released in draft form to EPPs through the Accreditation Information Management System (AIMS).
- The Board expects CAEP to work with states and providers through this transition. CAEP believes the two previously adopted alternatives to its minimum criteria give appropriate flexibility, but CAEP will in limited special circumstances consider other alternatives. CAEP staff will report to the Board and the public annually on actions taken under this provision. (This wording was added to [CAEP Standard 3](#)).
- Other requirements within Standard 3 remain unchanged.

Board Chair Mary Brabeck, Professor of Applied Psychology and Dean Emerita at New York University, emphasized that these Board actions are a “balanced response to what we hear from providers and States.” She said, “Some people disagree with the standards regarding candidate selectivity, some agree with the standards but are less certain about how to indicate selective candidates, and others expect that CAEP will help to achieve, through Standard 3, the critical goal of a more able teacher workforce.” Christopher Koch, Board Vice-Chair and Illinois State Superintendent of Schools, said: “States need CAEP’s help in moving the teacher preparation agenda forward. I’m pleased that the Board’s action here ensures that CAEP will play that leading role.”

James Cibulka, CAEP’s President, expressed his thanks to the Board for clarifying its policies. He said: “The Board has provided solid direction in support of CAEP’s implementation of Standard 3 with its aspirations for academic achievement and abilities of teacher preparation completers. This action maintains CAEP’s commitment to excellence in preparation. It keeps our focus on the leap in capability that America needs for effective teaching so that our diverse P-12 students can become proficient at the levels described in challenging standards. We will take steps immediately to incorporate these policies into the CAEP Accreditation Manual, Visitor Team training, and other CAEP guidance and technical assistance.”

The new policies take effect immediately.