2020 ANNUAL REPORT

Data collected as of December 1, 2020
INTRODUCTION

The CAEP Annual Report provides us an opportunity to provide with you important updates about the crucial work to strengthen learning for all of America’s K-12 students through accreditation of educator preparation providers.

Over the span of my career I have seen the difference that can occur when we commit to high standards for all. As the Chair of the CAEP Board of Directors I believe that accreditation under a single set of high quality standards can unite our profession and enhance its value to society. Equitable, data driven practice is the basis for CAEP Accreditation, which provides us with an opportunity to join together in demonstrating excellence in educator preparation.

Our nation is in crisis. The Covid-19 pandemic of 2020 and racial unrest has presented us with challenges and opportunities. We know systemic racism exists in our society. We must commit to doing better. The CAEP Board of Directors adopted a vision statement that puts equity and excellence at the forefront of our everyday actions. We have also adopted Equity as one of our strategic goals, to ensure consistent application of equity and diversity in evaluation of providers.

Through accreditation we are able to advance work toward increasing diversity in the educator workforce. Nearly one-third of the first 341 providers accredited by CAEP were either Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges. America’s K-12 students need teachers of color in their lives and through CAEP’s rigorous accreditation standards we are helping to transform the educator workforce.

2020 has presented us with unique circumstances with which all of us have had to adapt. CAEP is no exception. Since March, we have held all Board meetings, Accreditation Council meetings and site reviews in a virtual environment. In 2019, the CAEP Board of Directors asked staff to develop a pilot program of site reviews done virtually. This spring, what was to be a pilot, became the standard operating procedure as teams that once were spending several days on campus, were now meeting online. I am proud to say that this system has worked well and has saved our educator preparation providers money that would otherwise would have been spent on travel.

The pandemic has had other effects on our profession. EPPs that were seeing a trend of lower enrollment over the past decade were now faced with significant financial challenges as they adjusted to teaching online and coping with lost revenues. CAEP has felt the financial effects of the pandemic as well, but our Board of Directors chose not to raise the dues to EPPs. It presents us with a financial challenge, but we also recognize the schools we serve are hurting as well and we are working to reduce costs wherever possible.

I applaud your efforts. Through our efforts and actions we shall foster diversity, transparency, and accountability. Our commitment to you is to maintain the gold standard for educator preparation and to support continuous improvement to strengthen P-12 student learning for all.

Sincerely,

Karen Symms Gallagher, Ph.D.
Chair, CAEP Board of Directors
Professor and Dean Emeritus, USC Rossier School of Education
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Welcome to the 2020 Advancing Educator Preparation Report!

This report summarizes accreditation activities for the past year and as I write this, a pandemic still rages across our nation and much of the world. CAEP accreditation is a peer-driven process with the dual purpose of continuous improvement and accountability. I would like to recognize and thank our volunteers and providers who are negotiating their work through very difficult times to demonstrate and attain those goals. CAEP’s mission to promote equity and excellence was made possible through the invaluable efforts of our volunteers who have helped providers, and indeed CAEP itself, to continuously improve.

This year the CAEP Accreditation Council met twice and 101 educator preparation providers earned accreditation. Newly accredited providers during calendar year 2020 bring the total of CAEP accredited EPPs to 330 in 45 states, District of Columbia and Puerto Rico.

CAEP’s quality assurance has truly national reach with accredited providers in 45 states, the District of Columbia and Puerto Rico. In addition, CAEP works with individual states to insure quality in their educator preparation process. Currently, CAEP has state partnership agreements with 32 states and the District of Columbia. CAEP also recognizes and works directly with Specialized Professional Associations which review professional preparation programs for national recognition. CAEP currently has agreements with 13 specialized professional associations.

The Covid-19 pandemic of 2020 has changed the way we do business. In March of this year all of our operations were moved into a virtual setting. Our staff is working remote and since March all site reviews have occurred online. This fall, we were unable to host an in person CAEPCon in Washington DC. We have expanded our outreach with EPPs through webinars and began a series of cohort meetings with EPPs as they move through the accreditation process.

This year, as required in our bylaws, the CAEP Board of Directors will revise the CAEP Standards for Educator Preparation. Our Board’s Research Committee and Equity/Diversity Committees were charged in 2018 with reviewing and analyzing research and accreditation implementation data to inform the standards revision process. CAEP convened a task force which reviewed data and reports from the committees as well as standards for accreditors from the US Department of Education (USDOE) and CHEA, data from accreditation decisions, and feedback from stakeholders. The task force was composed of 21 representatives from the field of education, including P-12, higher education, state education departments and non-profit education organizations.

I hope you find the report useful and I wish you and your families good health for the upcoming year.

Christopher A. Koch, Ed.D

CAEP President, November 2020
CAEP BY THE NUMBERS

330 CAEP accredited
264 NCATE accredited
64 TEAC accredited

ACCREDITATION W/ STIPULATIONS: 3
PROBATIONARY ACCREDITATION: 5
REVOCATION: 1 | DENIAL: 0

18 NEW EPP Applicants in Last 365 Days*

*EPPs that have started a CAEP Phase II application in 2020 – 25 CAEP Eligible (Phase I Applications submitted)

ACCREDITATION COUNCIL MEETINGS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2020</th>
<th>TOTAL Since 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP Probationary Accreditation</td>
<td>ITP: 1</td>
<td>ADV: 0</td>
<td>ITP: 2</td>
</tr>
<tr>
<td>CAEP Accredited w/ Stipulations</td>
<td>ITP: 0</td>
<td>ADV: 0</td>
<td>ITP: 2</td>
</tr>
</tbody>
</table>

By Control of Institution

33% No Data
46% Private
2% Public

By Location

36% No Data
29% Other
25% Rural
4% Suburban
6% Urban
### EDUCATOR PREPARATION PROVIDER DEMOGRAPHICS

**NUMBER OF COMPLETERS**

#### TOP TEN STATES

<table>
<thead>
<tr>
<th>State</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
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<tbody>
<tr>
<td>Texas</td>
<td>5261</td>
<td>10410</td>
<td>12630</td>
<td>11594</td>
<td>14170</td>
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<tr>
<td>New York</td>
<td>7956</td>
<td>7935</td>
<td>11564</td>
<td>7315</td>
<td>9413</td>
</tr>
<tr>
<td>Utah</td>
<td>1442</td>
<td>1471</td>
<td>2671</td>
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<td>8638</td>
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<tr>
<td>Ohio</td>
<td>4830</td>
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<td>4756</td>
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<td>6084</td>
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<tr>
<td>California</td>
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<td>366</td>
<td>331</td>
<td>436</td>
<td>5914</td>
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<tr>
<td>North Carolina</td>
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<td>3359</td>
<td>3234</td>
<td>2985</td>
<td>5251</td>
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<tr>
<td>Indiana</td>
<td>2909</td>
<td>2791</td>
<td>2819</td>
<td>514</td>
<td>5206</td>
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<tr>
<td>Kentucky</td>
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<td>2259</td>
<td>2130</td>
<td>993</td>
<td>4951</td>
</tr>
<tr>
<td>New Jersey</td>
<td>2102</td>
<td>2277</td>
<td>3392</td>
<td>2698</td>
<td>4936</td>
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<tr>
<td>Virginia</td>
<td>2646</td>
<td>2434</td>
<td>3025</td>
<td>2921</td>
<td>4445</td>
</tr>
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</table>

#### TOP TEN EPPS

<table>
<thead>
<tr>
<th>EPP Name</th>
<th>State/Region</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Governors University</td>
<td>UT</td>
<td>7776</td>
<td>3620</td>
</tr>
<tr>
<td>Lamar University</td>
<td>TX</td>
<td>4757</td>
<td>1812</td>
</tr>
<tr>
<td>University of Bahrain</td>
<td>BH</td>
<td>2167</td>
<td>--</td>
</tr>
<tr>
<td>National University</td>
<td>CA</td>
<td>1860</td>
<td>1788</td>
</tr>
<tr>
<td>iteach U.S.</td>
<td>TX</td>
<td>1804</td>
<td>1692</td>
</tr>
<tr>
<td>Arkansas State University</td>
<td>AR</td>
<td>1607</td>
<td>1587</td>
</tr>
<tr>
<td>University of the Cumberlands</td>
<td>KY</td>
<td>1433</td>
<td>1533</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>TX</td>
<td>1203</td>
<td>668</td>
</tr>
<tr>
<td>Hunter College of the City University</td>
<td>NY</td>
<td>1190</td>
<td>1229</td>
</tr>
<tr>
<td>of New York</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University of West Alabama</td>
<td>AL</td>
<td>1135</td>
<td>617</td>
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</tbody>
</table>
STATE AGREEMENTS

EPPs with State Agreements (33)

Number of CAEP Accredited EPPs by State
## Financial Information

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<thead>
<tr>
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<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$5,815,479</td>
<td>$6,058,565</td>
</tr>
<tr>
<td>Expenses</td>
<td>$5,894,546</td>
<td>$6,943,618</td>
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<tr>
<td>Assets</td>
<td>$4,168,714</td>
<td>$5,024,650</td>
</tr>
<tr>
<td>Liabilities</td>
<td>$1,705,189</td>
<td>$1,758,613</td>
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<tr>
<td>Net Assets</td>
<td>$2,463,525</td>
<td>$3,266,037</td>
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</tbody>
</table>

### Graphs

- **Revenue**: $5,815,479 in 2019 vs. $6,058,565 in 2020
- **Expenses**: $5,894,546 in 2019 vs. $6,943,618 in 2020
- **Assets**: $4,168,714 in 2019 vs. $5,024,650 in 2020

The graph shows a slight increase in revenues and expenses, with a more significant rise in assets from 2019 to 2020.
ANNUAL REPORTING MEASURES

CAEP has defined a set of annual reporting measures which allow EPPs to provide information to the public on both program outcome and program impact and to demonstrate continuous improvement. The eight measures and an example of EPP-reported data are as follows:

**Measures of Program Impact:**

1. Impact that completers’ teaching has on P-12 learning and development.
2. Indicators of teaching effectiveness.
3. Results of employer surveys, and including retention and employment milestones
4. Results of completer surveys

**Measures on Program Outcome and Consumer Information:**

5. Graduation rates from preparation programs
6. Ability of completers to meet licensing (certification) and any additional state requirements
7. Ability of completers to be hired in education positions for which they are prepared
8. Student loan default rates and other consumer information

In the Annual Report each CAEP Accredited Provider is asked to publicly display data pertaining to each of the Annual Reporting Measures. CAEP allows freedom and flexibility for an education preparation provider to demonstrate its continuous improvement and does not prescribe how results must be measured. This approach allows an education preparation provider to include context-specific data and to host that data in a manner of the EPPs choice, as long as the data are appropriate measures and are accurate.

What follows are some examples of how EPPs meet the CAEP Annual Reporting Measures:

**IMPACT THAT COMPLETERS’ TEACHING HAS ON P-12 LEARNING AND DEVELOPMENT.**

The impact completers’ teaching has on P-12 learning and development can be measured in a variety of ways. West Virginia University at Parkersburg (WVU Parkersburg) collects and reports three separate measures of Impact on P-12 Learning and Development. 1. Student growth data provided by the Alumni Advisory Council provides evidence on the West Virginia Evaluation Rubrics for Teachers. 2. West Virginia Evaluation Rubrics for Teachers - Rating for Standards 6.1 and 6.2 provided by WV Department of Education for 2015-2017 graduates. 3. 2018 and 2019 - Star Reading and Math scores and IReady scores from graduates teaching in Wood County Schools.

To track the impact of its' completers, South Carolina State University collaborated with a local school district in order to evaluate P-12 Student Learning Impact from EPP Teacher Education Graduates. The use of teacher-generated Student Learning Objectives (SLO) was used to enhance student learning in every classroom, provide evidence of the educator’s instructional impact on student learning, and to provide educators with a systematic process for good teaching practices using data and assessment. In the data collected, one hundred percent of SCSU teachers met their math and reading target growth and were rated proficient.

At York College CUNY in New York the EPP conducted two case studies to assess teacher effectiveness and impact on student learning. The first case study focused on teacher effectiveness and impact by alumni that graduated from York College Teacher Education English Middle School Extension program within the last 3 years. The second case study profiled alumni that graduated from York College Teacher Education Childhood Bilingual Extension program within the last 3 years. Across
all measures of teacher effectiveness and impact on student learning, the alumni in both case studies performed at the Effective or Highly Effective level in faculty and self-assessments.

INDICATORS OF TEACHING EFFECTIVENESS

Education preparation providers are asked to provide data to demonstrate their completers are competent and teach effectively. At Alma College in Michigan, Indicators of Teaching Effectiveness by completers is assessed via the Michigan Department of Education (MDE) Educator Effectiveness rating. Each rating is based on a combination of factors which must include classroom observations and student growth on statewide assessments. In its annual report Alma College provided three cycles of data on its alumni’s teaching effectiveness. In each cycle the data show that Alma’s graduates were predominantly rated as highly effective or effective by the states assessment, and no graduates were rated ineffective.

The State of Oklahoma requires school principals to observe their teachers every year and rate them on teaching ability. At the University of Oklahoma Teacher Education graduates are highly rated whether principals choose to use the Marzano Teacher Evaluation (average score of 3.75 in spring 2019) or the Tulsa Teacher Leader Evaluation (average score of 3.70 in spring 2019, with scores above 3 indicating successful performance).

RESULTS OF EMPLOYER SURVEYS, INCLUDING RETENTION AND EMPLOYMENT MILESTONES

CAEP accredited EPPs are required to survey the employers of their completers to gain insight into the perception of their recent graduates’ preparation. In its annual report York College CUNY based in New York, provided three years of employer survey results and retention/ employment milestones data as part of the annual reporting measures. The survey is sent to employees and employers where York College graduates are employed, and the EPP uses the results to identify employment milestones and retention.

Bellarmine University in Kentucky provides survey data on employer perceptions of first through third year teachers and advanced program completer preparedness for three cycles. The data display includes a table that indicates the average distribution of negative and positive responses, as well as tables that display employer responses to individual questions regarding initial and advanced level completers preparedness.

At Southern Illinois University Carbondale other than the final teacher evaluation rating provided to EPPs beginning June 2018, the Illinois State Board of Education (ISBE) does not provide detailed information on teacher performance or their P-12 students’ learning and development. In an effort to collect more detailed information, SIUC created an employer satisfaction survey to be administered each spring semester. The survey gauges employer satisfaction with SIUC completers ability in relation to tasks aligned with state and InTASC standards. The survey is administered using Survey Monkey. After the ending date of the survey, the Teacher Education Program is able to have immediate, actionable data to present to the UACC, clinical supervisors, and other stakeholders, such as the Advisory board for Teacher Education, for analysis and recommendations.

RESULTS OF COMPLETER SURVEYS

Education preparation providers accredited by CAEP are required to provide evidence that they survey in-service teachers who graduate from their EPP. In order to gather data on completer satisfaction, Northeastern Illinois University (NEIU) utilizes an alumni survey. One year after completion of their program, initial teacher licensure candidates complete the GCOE Alumni Survey assessing how well they feel their Goodwin College of Education teacher education programs prepared them for their teaching career. Completers indicate the quality of their teacher preparation on four possible levels of preparation: Distinguished (4), Proficient (3), Basic (2) and Unsatisfactory (1). The EPP provides 5 cycles of completer survey data on its webpage for public access and viewing. The EPP uses the alumni responses to better understand how well its completers felt they were prepared, and to inform improvements to the EPP’s program for its future candidates.
South Carolina State University also utilized an alumni survey to collect data on graduates’ perception of how well the EPP prepared them for their teaching area. The Alumni Survey asks alumni if they feel very well prepared, adequately prepared, barely prepared, or not at all prepared in six (CAEP and InTASC aligned) categories: content, pedagogy, diversity, assessment, technology, and professionalism. Over three cycles of data cohorts answered 90% of the items on the survey as “Very Well Prepared.”

Monmouth University in New Jersey collects and shares data from completer exit surveys and completer alumni surveys. Both surveys are aligned to InTASC standards and are disaggregated at the program level which allows the EPP to gain a clear understanding of how completers from different programs feel about the preparation they received. Further, data for these surveys is provided over 3 cycles which allows the EPP to benchmark and compare its results over time.

GRADUATION RATES FROM PREPARATION PROGRAMS

CAEP requires EPPs to disclose graduation rates in its annual measures of continuous improvement but does not require a specific definition for graduation rates. At Northeastern Illinois University the Office of Institutional Research and Assessment (IR) generated a report of persistence and graduation rates based on fall enrollment data. The report clearly details the EPPs 2-, 3-, 4- and 5-year graduation and persistence rates between 2014-2018.

West Virginia University at Parkersburg’s (WVU Parkersburg) provides graduation and retention rate data for 8 cohorts. The data display tracks the retention rate of candidates as they go through the program from admission to program, to admission to student teaching, to graduation and certification. In addition to data on graduation rates, the EPP provides an analysis of trends and comparison with benchmarks on its webpage.

ABILITY OF COMPLETERS TO MEET LICENSING (CERTIFICATION) AND ANY ADDITIONAL STATE REQUIREMENTS

CAEP accredited EPPs must annually provide evidence of how well completers perform on licensing/certification requirements, which vary by state and licensure area. In its annual report, Southern Illinois University (SIU) used information from licensure testing from the Illinois State Board of Education to provide three cycles of data on their candidates’ ability to meet that state’s licensure requirements. In addition to providing information on candidate performance on state tests, SIU references edTPA scores to gauge candidate mastery of pedagogy, and makes the information available to the public by posting it to the EPP’s website. All program completers (Initial and Advanced) of SIU are recommended for licensure only when they have passed the required coursework, clinical experiences, and assessments required by the Illinois State Board of Education. From fall 2016 to spring 2019 only one Initial Teaching Program Completer was not recommended for licensure.

At Bellarmine University in Kentucky EPP candidates must complete Praxis subject tests, and the Kentucky Administrator Assessment before becoming certified to teach. The EPP provides access to data on both the praxis test and Kentucky Administrators Assessment, as well as data from the Title II Program Completers Assessments.

ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY ARE PREPARED

In its annual report, Alma College provided three cycles of data from its Teacher Education Graduate Survey which tracks graduates 6 months post completion. In 2019, the department received an 89% response rate, and 100% of respondents indicated that they were either employed full time or in graduate school. Of those, 100% are employed; 0% are enrolled in graduate school. Further 100% of respondents indicated that they are satisfied that the employment meets their career goal.
West Virginia University at Parkersburg’s (WVU Parkersburg) reports 4 years of data on candidate’s ability to be hired. The data indicates the number of completers receiving certification, the number of completers in teaching positions, the number of completers in substitute positions, and the number of completers in a related field. The data collected by the EPP show that completer employment rates have increased over the past five years, and that graduates are employed soon after graduation.

STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION

CAEP accredited schools are required to provide student loan default rates and other consumer information annually. While the majority of EPPs provided three years’ worth of student loan default data, Alma College also provided consumer information on tuition and fees, grants and scholarships. Additionally, Alma College provides loan exit counseling for its education students as well as the “Alma Graduation Commitment” which promises that candidates will complete their degree on time or the institution will cover tuition expenses for an extra term.

The University of Oklahoma presents student loan default rates and other helpful consumer information in a user friendly “Frequently Asked Questions” (FAQ) format. In addition to loan default rates the EPP answers questions about typical length of program, grants and scholarships, study abroad opportunities, certification pass rates, graduation rates, job placement rates, etc.
The Council for the Accreditation of Educator Preparation (CAEP) Board of Directors approved changes to the 2013 CAEP Standards for educator preparation in December 2020. The CAEP Standards guide the nation’s top schools of education, those that are CAEP accredited, in preparing future K-12 teachers. CAEP is the only accreditor of educator preparation providers recognized by the Council for Higher Education Accreditation.

The CAEP bylaws require a review of the CAEP Standards every seven years. The CAEP Research Committee was charged in 2018 with updating the research related to the CAEP Standards. The CAEP Board of Directors created a task force at its June 2020 Board meeting, which met over the summer of 2020 reviewing data and reports from the CAEP Research Committee and the CAEP Equity and Diversity Committee. The task force also reviewed US Department of Education (USDOE) and CHEA guidelines, more than 300 CAEP accreditation decisions, as well as feedback from stakeholders. It was composed of 21 representatives from the field of education, including P-12, higher education, state education departments and non-profit education organizations. The task force focused on reviewing the 2013 standards, specifically seeking to consolidate, clarify and streamline the standards.

The Board held a public comment period, which ran from September to November. Nearly 130 respondents provided input on the proposed revisions. These respondents included educator preparation providers, state officials, CAEP reviewers, and others.

In most cases the changes include consolidation, clarification, and the removal of extraneous language without substantive changes. Specific standards for technology were added, given the increase in online learning. Each provider must be able to demonstrate progress toward recruiting and graduating a candidate pool that reflects the diversity of America’s P-12 students, as well as increased flexibility in documenting candidates academic knowledge and their impact on student learning and development.
FRANK MURRAY RECOGNITION

The Council for the Accreditation of Educator Preparation (CAEP) announced today that 9 providers from 8 states received recognition for their leadership and commitment to continuous improvement. The recipients of the 2020 Frank Murray Leadership Recognition for Continuous Improvement provided evidence and data trends to achieve accreditation with no stipulations or areas for improvement.

The Frank Murray Leadership Recognition for Continuous Improvement is named after the founding President of the Teacher Education Accreditation Council (TEAC). CAEP was created by the consolidation of the National Council for Accreditation of Teacher Education and TEAC. Murray was the founding President of TEAC, served as Chairman of the Board for TEAC and was also an initial member of the CAEP Board of Directors. He was a key advocate for a single set of teacher preparation standards to unify the profession and was instrumental in the merger that created CAEP. He also served as the Dean of the College of Education at the University of Delaware from 1979 to 1995.

“Frank Murray was passionate about education preparation, a prominent leader in our profession, and an advocate for evidence to improve education. The providers that CAEP is recognizing are committed to continuous improvement and preparing their students to succeed in a diverse range of classrooms after they graduate,” said Karen Symms Gallagher Chair of the CAEP Board of Directors. “CAEP Accreditation is a sign of commitment to quality through purposeful use of evidence. The Murray Leadership Recognition recipients should be proud of their accomplishments.”

Recipients of the 2020 Frank Murray Leadership Recognition for Continuous Improvement are selected from the educator preparation providers (EPPs) that were granted accreditation by CAEP at the initial level from the previous year, who provided evidence and demonstrated data trends with no stipulations or areas for improvement. Providers selected for recognition advance equity and excellence in educator preparation through purposeful use of self-study procedures and evidence-based reporting that assure quality and support continuous improvement to strengthen P-12 learning. These EPPs have a mission driving their continuous improvement inquiry, use assessments that are relevant to the topic being informed and consequential, show the reliability and validity of the evidence provided for accreditation, have quality assurance capacities that inform their knowledge and address questions about relationships in the data.

“This second class to receive the Murray Recognition represents the diversity and innovation that comes with CAEP accreditation. Small, large, public, private, faith-based, and historically minority serving,” said CAEP President Chris Koch. “These recipients reflect the creativity that CAEP affords in achieving excellence, by meeting the standards in a variety of ways, for the diverse populations they serve.” CAEP accreditation serves the dual purposes of accountability and continuous improvement. 341 educator preparation providers in 45 states, the District of Columbia and Puerto Rico, have been accredited under the CAEP Standards.

The CAEP accreditation process evaluates the performance of providers and focuses particularly on whether candidates will be prepared, by completion, for the challenging responsibilities that educators face in America’s classrooms. Approximately, 700 educator preparation providers participate in the CAEP Accreditation system, including many previously accredited through former standards. CAEP is the only educator preparation provider recognized by the Council for Higher Education Accreditation

Frank Murray Recognition for Continuous Improvement

Alma College—Michigan

Monmouth University—New Jersey
South Carolina State University
The University of Oklahoma
York College/CUNY—New York
Bellarmine University—Kentucky
Northeastern Illinois University
Southern Illinois University at Carbondale
West Virginia University at Parkersburg
BOARD OF DIRECTORS

Karen Symms Gallagher
Chair
July 1, 2019 - June 30, 2022
Dean, Rossier School of Education, University of Southern California
Postsecondary Expertise

Vacant
Vice Chair

Janice Poda
Treasurer
July 1, 2019 - June 30, 2022
Senior Consultant, Learning Forward/ Senior Advisor, Council of Chief State School Officers
P-12 Practitioner, Employer, or Policy Maker

Patty Alvarez-Mchatton
Secretary
July 1, 2019 - June 30, 2022
Vice President of Strategy, Branch Alliance for Educator Diversity (BranchED)
Postsecondary Expertise

David Barnes
Member
July 1, 2019 - June 30, 2022
Associate Executive Director, National Council of Teachers of Mathematics
Public and At Large Sector

Eric Brown
Member
July 1, 2018 - June 30, 2021
Teacher, Evanston Township High School
P-12 Practitioner, Employer or Policy Maker

Colleen Callahan
Member
July 1, 2019 - June 30, 2022
Professional Issues Director, Rhode Island Federation of Teachers and Health Professionals
P-12 Practitioner, Employer, or Policy Maker

Jayne Ellspermann
Member
July 1, 2019 - June 30, 2022
Owner, Jayne Ellsperman LLP
P-12 Practitioner, Employer or Policy Maker

Robert Floden
Member
July 1, 2019 - June 30, 2022
Dean, College of Education, Michigan State University
Postsecondary Expertise
Anthony Graham
Member
July 1, 2020 - June 30, 2021
President, Winston Salem State University
Postsecondary Expertise

Judy Hackett
Member
January 1, 2019 - June 30, 2021
Superintendent, Northwest Suburban Special Education Organization
P-12 Practitioner

Shelly Krajacic
Member
July 1, 2020 - June 30, 2023
National Education Association
P-12 Practitioner, Employer or Policy Maker

James Lane
Member
July 1, 2020 - June 30, 2023
Commissioner, Virginia Department of Education
P-12 Practitioner, Employer, or Policy Maker

Jayne Meyer
Member
July 1, 2019 - June 30, 2022
Director, Alabama State Department of Education
P-12 Practitioner, Employer, or Policy Maker

Lawrence Paska
Member
July 1, 2018 - June 30, 2021
Executive Director, National Council for the Social Studies
Postsecondary Expertise

Al Rabanera
Member
July 1, 2020 - June 30, 2023
Teacher, La Vista High School
P-12 Practitioner, Employer or Policy Maker

Mary Cathryn Ricker
Member
July 1, 2018 - June 30, 2021
Commissioner, Minnesota Department of Education
P-12 Practitioner, Employer or Policy Maker

Yuhang Rong
Member
July 1, 2020 - June 30, 2023
Associate Vice President, University of Connecticut
Postsecondary Expertise
Noran Moffett  
Ex-Officio Member / Vice Chair of Accreditation Council  
April 19, 2019 - June 30, 2021  
Professor, College of Education, Fayetteville State University  
Postsecondary Expertise

Christopher A. Koch  
Ex-Officio Member  
President, Council for the Accreditation of Educator Preparation (CAEP)

BOARD COMMITTEES

EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Board Officers and the Chair of the Accreditation Council. The Executive Committee shall oversee CAEP’s financial operations, set the compensation of the President, evaluate the performance of the President, and make decisions on behalf of the Board when such authority is delegated by the Board or on emergency matters where action is temporary.

Karen Gallagher, Chair  
Vacant, Vice Chair  
Christopher Koch, President  
Janice Poda, Treasurer  
Patricia McHatton, Secretary  
Jayne Meyer, AC Council  
Amy Starzynski, CAEP Counsel

BYLAWS AND POLICY COMMITTEE

The Bylaws and Policy Committee shall carry out such duties as may be assigned to it in an annual charge approved by the Board which shall include an annual review of the CAEP Bylaws and CAEP Policy.

Janice Poda, Chair  
Christopher Koch, President  
Amy Starzynski, CAEP Counsel  
Greg Brown  
Jayne Ellspermann  
Karen Gallagher  
Jayne Meyer

NOMINATING COMMITTEE

The Nominating Committee shall solicit recommendations and present to the Board one or more slates of candidates for election, re-election, or appointment to Board Director or Officer positions, including the Accreditation Chair position. The Nominating Committee shall also provide consultation to the President on the appointment of Board, Standing, and Advisory Committee members. In making its nominations for Officers, the Nominating Committee shall ensure that the leadership of CAEP reflects the necessary partnership between educator preparation and P-12 education and CAEP’s commitment to diversity.

Vacant, Chair  
Christopher Koch, President  
Tim Finklea, Staff Liaison  
Jayne Meyer  
Al Rabanera  
Mary Cathryn Ricker  
Jayne Meyer
AUDIT COMMITTEE
The Audit Committee shall oversee the external audit process, which shall include the selection, oversight, and retention of an independent auditor. The Committee shall also oversee the financial reporting process and advise the Board on risk assessment and risk management.

Janice Poda, Chair
Christopher Koch, President
Karen Gallagher
Thanh Tran, Staff Liaison

STANDING COMMITTEES

EQUITY AND DIVERSITY COMMITTEE
The Equity and Diversity Committee serve as independent experts advising CAEP on issues of diversity and equity in accreditation.

Etta Hollins, Chair
University of Missouri Kansas City
Maria del Carmen Salazar, Board Liaison
University of Denver
Joan Auchter
National Association of Secondary School Principals
Peggy Brookins
National Board for Professional Teaching Standards
Diana Cournoyer
National Indian Education Association
Alicia Diaz
Hispanic Association of Colleges and Universities
Marquita Grenot-Scheyer
California State University Office of the Chancellor
Judith Hackett
Northwest Suburban Special Educational Organization
Cassandra Herring
Hampton University and Deans for Impact
Noran Moffett
Fayetteville State University
Blake West
NEA Center for Great Public Schools
Christopher Koch, CAEP Staff Liaison
Tim Finklea, CAEP Staff Liaison

RESEARCH COMMITTEE
The Research Committee serve as independent experts whose function is to advise CAEP on specific matters pertaining to the organization’s research, data, and reporting efforts.

Charles Coble, Chair
Teacher Preparation Analytics
Robert Floden, Board Liaison
Michigan State University
Eric Anderman
The Ohio State University
Mary Brabeck
New York University
Hardin Coleman
Boston University
Emerson Elliott
CAEP
Roseanne Flores
Hunter College CUNY
Kurt Geisinger
Buros Center for Testing
Dan Goldhaber
Center for Analysis of Longitudinal Data in Education Research (CALDER)
Stephen Meyer
RMC Research Corporation
Suzanne Wilson
University of Connecticut
Malina Monaco, CAEP Staff Liaison
SPA STANDARDS COMMITTEE

The SPA Standards Committee is responsible for reviewing new or revised standards, policies, and procedures developed by specialized professional associations (SPAs) for reviewing programs which provide licensure in professional specialty area studies. The Committee’s actions on SPA standards shall constitute actions of the Board.

Audrey Church, Chair
American Association of School Librarians

Lawrence Paska, Board Liaison
National Council for Social Studies

John Johnston
CAEP Elementary Standards Committee Representative

Carolyn Kaplan
American Council on the Teaching of Foreign Languages

Leah Nellis
National Association of School Psychologists

Eleni Pappamihiel
Teachers of English to Speakers of Other Languages

Cornelia Paraskevas
National Council of Teacher of English

Alvin Peters
National Council for Social Studies

Katherine Rasch
National Council of Teachers of Mathematics

Michelle Young
National Policy Board for Educational Administration and Educational Leadership Constituent Council

Banhi Bhattacharya, CAEP Staff Liaison
ACCREDITATION COUNCIL MEMBERS

Sector Representation

Higher Ed
P-12 Superintendent
P-12 Teacher
P-2 Principal
Public

Gender

Female 73%
Male 27%

Ethnicity

American Indian or Alaska Native 6%
Black or African American 51%
Hispanic or Latino 4%
White or Caucasian 37%

Female 73%
Male 27%
Entities Associated or Affiliated with CAEP

American Alliance for Health, Physical Education, Recreation, and Dance
American Federation of Teachers
Council of Chief State School Officers
National Council for the Social Studies
Teachers of English to Speakers of Other Languages
American Council on the Teaching of Foreign Languages
Association for Middle Level Education
American Library Association
National Association for the Education of Young Children
National Association of School Psychologists
International Literacy Association
Council for Exceptional Children
National Policy Board for Educational Administration (NPBEA)
National Education Association
Association of Teacher Educators
National Council of Teachers of Mathematics
National Science Teachers Association
National Council of Teachers of English
None
VOLUNTEERS

Volunteers are vital to the CAEP Accreditation process. We need professionals dedicated to improving education for P-12 learners – through quality educator preparation.

Hundreds of committed professionals from various sectors, including P-12 teachers, policymakers, teacher educators, employers, parents, school board members, public at-large and stakeholders, serve the CAEP Volunteer Corps in a variety of roles. Not only does CAEP seek diversity of affiliation and experience, but ethnic, gender, age, and regional diversity as well. Diversity in our Volunteer Corps is essential in representing today’s P-12 learners.

Volunteers are the backbone of accreditation, and assure the quality of educator preparation providers. They participate in the process by providing leadership, evaluating assessments used to gauge performance, visiting providers to seek evidence that standards are being met, participate in accreditation decisions, review annual and specialized professional association reports, as well as provide leadership to CAEP on its strategic goals.

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DEMOGRAPHICS OF ALL VOLUNTEERS

Gender

- Female: 76%
- Male: 24%

Ethnicity

- Asian: 76%
- Black (Non-Hispanic) or African American: 0%
- Choose Not to Answer: 2%
- Hispanic or Latino: 16%
- MultiEthnic: 3%
CAEP STAFF

President's Office
Christopher Koch, President
Raquel Bailey, Executive Assistant
Tim Finklea, Special Assistant to the President

Accreditation - General
Malina Monaco, Vice President

Accreditation - Council, Appeals, and Decisions
Vince O'Neill, Accreditation Director, Councilors and Accreditation Decisions
Arianna Bartlett, Senior Accreditation Associate
Meaghan McSorley, Accreditation Associate

Accreditation – Case Management and Visits
Ben Frattini, Senior Accreditation Associate
Alexis Neal, Accreditation Associate, Volunteer Coordinator

Accreditation - Annual Report
Banhi Bhattacharya, Accreditation Director, Research and Annual Report
Rose-Helen Graham, Accreditation Associate

External Affairs and State Relations
Matt Vanover, Director of External Affairs
Gabriel Gilchrist, Communications Associate

Finance
Thanh Tran, Chief Financial Officer
Keisha Walker, Director of Finance and Events
Mary Gumbs, Receptionist/Office Assistant
Rose Hopson, Accounting Associate

Information Technology - AIMS Support
Liz Lee, Database Manager
Mert Saka, IT Manager
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<th>University/Media/Organization</th>
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29 | CAEP
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