2021 ANNUAL REPORT

Data collected as of December 1, 2021
Dear Colleagues:

As our society continues to be impacted by the pandemic, we have witnessed steadfast courage and leadership among CAEP accredited providers who persevered in providing exceptional preparation for candidates. Despite unprecedented challenges, providers embraced innovation, worked together and opened their doors to students this year as they took on a complex and changing preparation environment.

My own institution, the University of Southern California, underwent a CAEP review this year and found great value in refining our quality assurance system and focusing on common goals aligned to national standards. The CAEP accreditation process created opportunities to learn from others and to reflect on what was working well and what could be improved.

With 33 state partnerships and 14 partnerships with Specialized Professional Associations, CAEP is the only national accreditor used by states for all of their providers. Not surprisingly, CAEP accreditation is recognized and accepted for reciprocity by other providers and states.

With many pressures to provide shortcuts and abbreviated pathways to fill teacher vacancies, CAEP accreditation is more important than ever to serve as a bellwether for the profession during these challenging times. Our recently revised standards reflect current research, incorporate technology standards and require evidence to support diversity, equity and inclusion.

I am proud to lead the CAEP Board of Directors and I want to thank all our members for their continued devotion to the profession. I look forward to this upcoming year. Thank you for your leadership in educator preparation.

Sincerely,

Karen Symms Gallagher, Ph.D.
Chair, CAEP Board of Directors
Professor and Dean Emeritus, USC Rossier School of Education
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Dear Providers of Educator Preparation:

Leadership has always mattered. During times of crisis, it can make the difference between advancement, running in place or a full retreat. The number of providers seeking and achieving CAEP accreditation during the pandemic was clear evidence of leadership as Deans, Associate Deans, and faculty advanced to embrace quality preparation standards. I have had the opportunity to meet and speak with hundreds of providers via Zoom this past year and considered it to be both a learning experience and an honor. I am grateful for the leadership demonstrated by CAEP providers!

Similarly, we have seen a number of state leaders stand in front of shortcuts and efforts to water down the profession by embracing CAEP’s updated standards and entering into agreements with CAEP. These actions not only eliminate duplication but help states to leverage and advance quality data indicators of continuous improvement and accountability. They also expand avenues of dialogue between providers and state personnel—particularly during a time of crisis. When other professions encounter shortages, they don’t respond by eliminating or reducing standards and closing off avenues of communication. We know from history that a lack of quality standards yields an unprepared workforce who do not remain in the profession and, perhaps worse, who don’t believe they can make a difference in the learning of our nation’s children. Well prepared teachers and administrators can and do make a tremendous difference in the lives of our children. I am grateful for the state personnel who demonstrated leadership in negotiating a very challenging year of reopening our nation’s schools and who sought to maintain high quality preparation and instruction!

CAEP’s standards and our quality volunteer pool who are prepared to assess them, have never been more relevant than today. Perhaps this is why we have such a diversity of providers seeking and achieving CAEP accreditation. A third of our providers represent EPPs preparing 50 or fewer candidates annually, while nearly 12% are research 1 providers. We are also proud of the fact that nearly 15% of CAEP accredited providers are minority serving institutions which include Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges. CAEP’s standards allow for tremendous innovation, and we have been able to identify and share these models as providers go through the process so that continuous learning becomes part of the accreditation process.

Our partnership with specialized professional associations has also never been stronger. Why is this the case? Because they, also, understand the importance of standards for the profession and what that can mean for teacher and administrator efficacy. This is why CAEP makes it easy to integrate evidence from content reviews into the accreditation process. The cohesion associated with CAEP reviews is focused on the candidate’s preparation for the difficult job ahead. Well prepared personnel are more likely to be retained in the profession and our nation’s children need them now more than ever.

Christopher A. Koch, Ed.D

CAEP President, November 2021
CAEP BY THE NUMBERS

413 CAEP accredited
171 NCATE accredited
43 TEAC accredited

ACCREDITATION W/ STIPULATIONS: 46
PROBATIONARY ACCREDITATION: 43
REVOCATION: 1   DENIAL: 0

19 NEW EPP Applicants in Last 365 Days*

*EPPs that have started a CAEP Initial application in 2021

ACCREDITATION COUNCIL MEETINGS

<table>
<thead>
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<th>Fall 2021</th>
<th>Spring 2021</th>
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<tbody>
<tr>
<td>CAEP Accredited</td>
<td>ITP: 42</td>
<td>ADV: 31</td>
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<tr>
<td>CAEP Probationary Accreditation</td>
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<tr>
<td>CAEP Accredited w/ Stipulations</td>
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<td>ADV: 2</td>
</tr>
</tbody>
</table>

By Control of Institution

- No Data: 7%
- Private: 48%
- Public: 45%

By Location

- No Data: 10%
- Other: 35%
- Rural: 28%
- Suburban: 23%
- Urban: 4%
CAEP Accredited
Minority Serving EPPs

30 Historically Black College & University
29 Hispanic Serving Institution
1 Tribal College

International EPPs

3 CAEP Accredited:
  2 United Arab Emirates
  1 Jordan
3 Legacy NCATE/TEAC Accredited

3 CAEP Applicants
3 CAEP Eligible
## EDUCATOR PREPARATION PROVIDER DEMOGRAPHICS

### NUMBER OF COMPLETERS

#### TOP TEN STATES

<table>
<thead>
<tr>
<th>State</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
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<tr>
<td>Texas</td>
<td>10410</td>
<td>12630</td>
<td>11594</td>
<td>14170</td>
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<tr>
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<td>11564</td>
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<td>2985</td>
<td>5251</td>
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<td>3025</td>
<td>2921</td>
<td>4445</td>
<td>4088</td>
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#### TOP TEN EPPS

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<th>State/Region</th>
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<th>2021</th>
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<td>UT</td>
<td>7776</td>
<td>5612</td>
</tr>
<tr>
<td>National University</td>
<td>CA</td>
<td>1860</td>
<td>3838</td>
</tr>
<tr>
<td>Lamar University</td>
<td>TX</td>
<td>4757</td>
<td>3540</td>
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<tr>
<td>iteachU.S.</td>
<td>TX</td>
<td>1804</td>
<td>1683</td>
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<tr>
<td>University of the Cumberlands</td>
<td>KY</td>
<td>1433</td>
<td>1538</td>
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<tr>
<td>Relay Graduate School of Education</td>
<td>NY</td>
<td>1030</td>
<td>1332</td>
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<tr>
<td>The University of West Alabama</td>
<td>AL</td>
<td>1135</td>
<td>1236</td>
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<tr>
<td>Hunter College of the City University of New York</td>
<td>NY</td>
<td>1190</td>
<td>1148</td>
</tr>
<tr>
<td>American College of Education</td>
<td>IN</td>
<td>1014</td>
<td>1037</td>
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<tr>
<td>Montclair State University</td>
<td>NJ</td>
<td>793</td>
<td>1026</td>
</tr>
</tbody>
</table>
Total Completers by Year

Average Number of Completers per EPP by Year
STATE AGREEMENTS

State Agreements (33)

Number of CAEP Accredited EPPs by State
### FINANCIAL INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
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<tbody>
<tr>
<td>REVENUE</td>
<td>$6,058,565</td>
<td>$4,906,919</td>
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<tr>
<td>EXPENSES</td>
<td>$6,943,618</td>
<td>$6,426,581</td>
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<tr>
<td>ASSETS</td>
<td>$5,024,650</td>
<td>$5,599,368</td>
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<tr>
<td>LIABILITIES</td>
<td>$1,758,613</td>
<td>$1,334,731</td>
</tr>
<tr>
<td>NET ASSETS</td>
<td>$3,266,037</td>
<td>$4,264,637</td>
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![Bar chart showing revenue, expenses, and assets for 2020 and 2021](chart.png)
ANNUAL REPORTING MEASURES

CAEP maintains and periodically reviews and revises annual monitoring and reevaluation expectations of accredited EPPs, as appropriate to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation (CHEA), and federal accreditor recognition requirements. The Annual Accreditation Report (Annual Report) process, along with CAEP’s review of any complaint against an EPP and information provided by other accreditors, is used to monitor, and evaluate an EPP’s continued compliance with CAEP’s Standards and accreditation requirements. As part of the Annual Reporting process, CAEP has outlined a set of impact and outcomes measures that providers are expected to report on annually and share with the public using data gathered during a specific academic year. The eight measures that providers reported on in their 2021 Annual Report include:

**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

What follows are examples of how some of the 2021 Frank Murray Award Winners gathered and reported data on the eight Annual Reporting Measures as gathered from the 2019-2020 academic year. Examples are based on the measures that were best reported by the respective EPPs:

**MEASURE 1: 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. Caldwell University, NJ collects and reports two separate measures of Impact on P-12 Learning and Development. 1. Student Growth Percentile (SPG) data, and 2. Student Growth Objective (SGO) data, both of which come from the New Jersey Department of Education Provider Performance Report.

To track the impact of its completers the College of Charleston, SC works closely with partner school districts to collect data. The provider stated, “data collection has been and continues to be a continuous learning improvement process.” Thus far, the College of Charleston has worked with partner districts to collect two data points demonstrating student learning growth: (1) Student Learning Objectives (SLO) and (2) Education Value-Added Assessment System (EVAAS).

At the University of Tampa in Florida the EPP reports Value Added Model (VAM) data provided by the State. VAM data indicates that UT program completers positively impact student learning in Math and Reading. Further, the provider is able to use state level data to benchmark their completers impact, comparing University of Tampa VAM Scores across majors in Reading & Math with Statewide scores.
MEASURE 2: INDICATORS OF TEACHING EFFECTIVENESS

Educator preparation providers are asked to provide data to demonstrate their completers are competent and teach effectively. At the University Missouri – Columbia, Indicators of Teaching Effectiveness by completers is assessed via the Teacher Effectiveness Classroom Observation (TECO) model of evaluation. The TECO is a comprehensive and research-based system that provides systematic classroom observation with 27 observable measures of teacher effectiveness. TECO was developed, in 2011, by researchers at the University of Missouri in a collaboration with P-12 practitioners.

The State of New Jersey collects a Teacher Practice Score as part of the NJ DOE Teacher Evaluations. This data shows that most completers from William Patterson University, NJ were rated Effective or Highly Effective on this metric. Further, the data enable the EPP to track trends over time. Over three years (2017-2019), WP graduates improved their performance on their teacher practice scores. There was a significant increase in WP graduates’ performance from 2017 reports to the 2018 and 2019 results for teacher practice score.

MEASURE 3: SATISFACTION OF EMPLOYERS AND EMPLOYMENT MILESTONES

CAEP-accredited EPPs are required to survey the employers of their completers to gain insight into the perceived quality of their recent graduates’ preparation. The University of North Carolina at Charlotte collects data for this measure from the NC Educator Employer Survey (NCEES). The employer survey is administered to principals and other administrators to complete for each first-year teacher employed at their school. Employers are asked to indicate if the first-year teacher is effective in specific teaching tasks relative to other first-year teachers based on the Professional NC Teacher Standards. First administered in 2017, the NCEES includes 21 items that are aligned with the state’s professional teaching standards.

Wilmington University in Delaware presents data from the “Perceptions Domain” of the Delaware Educator Preparation Scorecards to document the satisfaction of employers with the relevance and effectiveness of the preparation of Wilmington University graduates, and from the “Retention Domain” which scores the educator preparation program’s track record of preparing program graduates who continue to serve in public education in Delaware.

At Drury University in Missouri the EPP reviews data from a First Year Teacher Survey conducted by Missouri’s Department of Elementary and Secondary Education (DESE) and The University of Missouri’s Office of Social and Economic Data Analysis (OSEDA). The First-Year Teacher Survey rates new teachers on their effectiveness based on the nine Missouri Teaching Standards. The survey includes 39 questions over the standards with scores ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Principals of the first-year teacher complete the survey based on their observations and satisfaction with their first-year teacher(s). Data collected from this survey enables Drury University to compare its completer’s results to other Missouri educator preparation program’s first-year teachers based on the nine Missouri Teaching Standards.

MEASURE 4: SATISFACTION OF COMPLETERS

Educator preparation providers accredited by CAEP are required to provide evidence that they survey in-service teachers who graduated from their EPP. To gather data on completer satisfaction, Clark Atlanta University in Georgia utilizes an alumni survey. The EPP surveys Completers 1-3 years out of the program and asks for input on program effectiveness and relevance. The survey also allows completers to provide feedback on six specific domains of the learner and learning, content, instructional practice, professional responsibility, diversity, and technology.

South Carolina State University also utilized an alumni survey to collect data on graduates’ perception of how well the EPP prepared them for their area of licensure. 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.”
The University of South Alabama collects and shares data from its completers at two points. The EPP’s initial certification completers are surveyed during their first year of employment and then again once they have been employed for 3 years. Both the New Teacher Survey and Alumni Survey have given the EPP insight into its completer’s satisfaction with their preparation. And overall, EPP completers report satisfaction with the preparation they received while in the program. The EPP states that it continues to monitor this measure as they believe it is vital to better preparing candidates.

**MEASURE 5: GRADUATION RATES FROM PREPARATION PROGRAMS**

In reporting this measure providers display the percentage of completers in respect to the percentage that entered a licensure area program at a specific period of time. At the University of Central Arkansas initial-level program retention is tracked across programs from admission through graduation and licensure by the Office of Candidate Services. While the MAT program retention is tracked across programs from admission through graduation and licensure by the MAT program coordinator. The EPPs completer data indicated that greater than 90% of initial candidates entering internship complete and apply for their teaching license, while focus group and interview data indicated that the majority of those candidates who choose to not apply for their license do so after experiencing the internship semester and gaining a deeper understanding of the demands of the profession.

Clark Atlanta University provides data on the 2-year graduation rate for each program offered by the EPP. In addition to providing the graduation rate, the EPP also displays the total cohort number, the number of graduates, withdrawals, and retention of those enrolled beyond the 2-year period.

**MEASURE 6: ABILITY OF COMPLETERS TO MEET LICENSING (CERTIFICATION) AND ANY ADDITIONAL STATE REQUIREMENTS**

CAEP-accredited EPPs are expected to gather licensure area data and report on candidates’ performance on meeting state licensure requirements. The College of Charleston recommends program completers for teacher licensure if they have met South Carolina Department of Education (SCDE) requirements and have passed all Praxis II required tests for their licensure area(s). In its annual reporting measures data display, the College of Charleston analyzes and uses two Praxis data sets (Title II and ETS) to obtain a full picture of how well its candidates can apply content and pedagogical knowledge and meet licensure requirements. The EPP also provides tables that present the percentage of program completers who were recommended for licensure and the licensure areas in which they were recommended.

The University of North Carolina at Charlotte provides licensure exam and subject assessment data as evidence of the ability of its completers to meet licensing and state requirements. The EPP’s data provides three cycles of licensure exam summary pass rate results for program completers who graduated in the 2017-18, 2018-19, and 2019-20 academic years. Data are derived from the 2019-20 Title II Federal Pass Rate Report, and North Carolina state performance data is provided for comparison points. The EPP’s data display provides three cycles of pass rate results by assessment for University of North Carolina at Charlotte program completers who graduated within the specified academic year and area of certification. The single subject assessment pass rate results are grouped by UNC Charlotte teacher education majors as defined by state licensure testing requirements. Data in table II is derived from the 2019-20 Title II Federal Pass Rate Report and State performance data is provided for comparison points.

For another EPP in Delaware, where the state regulations require specific content knowledge specialty examinations [Praxis II] to evaluate pre-service teachers’ content knowledge as preparation for licensure/certification, Wilmington University’s College of Education reporting stands out. The provider indicates that its candidates are required to pass state-required Praxis II exams related to program content prior to student teaching. This provides Wilmington University with a 100% pass rate. Praxis II Categories/Sub-tests are analyzed from the various content areas to strengthen program coursework and candidate content knowledge.
MEASURE 7: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY ARE PREPARED

In its annual report, Clark Atlanta University provided a table of employment metrics for its completers, which includes data on degree completers seeking certification in Georgia and excludes international students and alumni who teach or work in private schools both and in and out of the state. The data are disaggregated by licensure area programs and graduation year.

Drury University reports four-years of data on candidates’ ability to be hired. Each year, the Missouri Department of Elementary and Secondary Education provides information on district employees employed in Missouri public schools to the teacher education program in which they were prepared. This data allows Drury School of Education and Child Development to track completers’ persistence in the profession in Missouri public schools. Drury also uses completer exit surveys as well as alumni surveys to provide the SECD with updated information.

MEASURE 8: STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION

The College of Charleston presents federal student loan default rates and other helpful consumer information on its website. In addition to loan default rates the EPP provides details on cost of attendance, scholarships, and South Carolina teaching salary schedules by district.
The Council for the Accreditation of Educator Preparation (CAEP) Board of Directors approved changes to the CAEP Standards for Accreditation at the Advanced-Level in June 2021. The CAEP Standards guide the nation’s top schools of education, those that are CAEP accredited, in preparing future K-12 teachers and administrators. CAEP is the only accreditor of educator preparation providers that has been continuously recognized by the Council for Higher Education Accreditation since its inception. The Board approved revisions to the CAEP Standards at the Initial-Level in December 2020.

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. Informed by the work of the CAEP Research Committee and the CAEP Equity and Diversity Committee, the task force also reviewed US Department of Education (USDOE) and CHEA guidelines, a synthesis of more than 200 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 January to March. 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, which were timely given the increase in online learning. Each provider must also 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

In October 2021 the Council for the Accreditation of Educator Preparation (CAEP) named 26 providers from 17 states and the United Arab Emirates as recipients of the Frank Murray Leadership Recognition for Continuous Improvement in recognition of their leadership and commitment to continuous improvement. The recipients 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.

Recipients of the 2021 Frank Murray Leadership Recognition for Continuous Improvement were selected from the educator preparation providers (EPPs) that were granted accreditation by CAEP at the initial level from the previous year, who provided a full complement of evidence with demonstrated data trends and no plans. Recipients had no stipulations or areas for improvement.

The 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.

2021 Recipients of the Frank Murray Recognition for Continuous Improvement

Arkansas Tech University
Bridgewater College—Virginia
Caldwell University—New Jersey
Claflin University—South Carolina
Clarion University of Pennsylvania
Clark Atlanta University—Georgia
The College of Charleston—South Carolina
Drury University—Missouri
Eastern Mennonite University—Virginia
Goshen College—Indiana
Indiana University Northwest
Lipscomb University—Tennessee
Oakland University—Michigan
Oklahoma Christian University
Southwestern Oklahoma State University
The University of South Alabama
The University of Tampa—Florida
University of Central Arkansas
University of the Cumberlands—Kentucky
University of Missouri-Columbia
University of North Carolina at Charlotte
University of Portland—Oregon
University of Tennessee
William Paterson University—New Jersey
Wilmington University—Delaware
Zayed University—UAE
ACCREDITATION COUNCIL MEMBERS

Gender

- Female: 79%
- Male: 21%

Ethnicity

- Black (Non-Hispanic) or African American: 38%
- Choose Not to Answer: 6%
- Hispanic or Latino: 2%
- MultiEthnic: 2%
- White (Non-Hispanic): 52%
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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<th>Roles</th>
<th># of 2021 Applicants</th>
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**Demographics of All Volunteers**

- **Gender**: 82% Female, 18% Male
- **Ethnicity**: 73% Asian, 16% Black (Non-Hispanic) or African American, 2% MultiEthnic, 2% Hispanic or Latino, 2% Native American or Alaska Aleut, 2% White (Non-Hispanic), 2% Other
BOARD OF DIRECTORS

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

Yuhang Rong
Vice Chair
July 1, 2020 - June 30, 2023
Associate Vice President, University of Connecticut
Postsecondary Expertise

Janice Poda
Treasurer
July 1, 2019 - June 30, 2022
Senior Consultant, Learning Forward/ Senior Advisor, Council of Chief State School Officers
Public and At Large

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
Postsecondary Expertise, SPA

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

Robert Floden
Member
July 1, 2019 - June 30, 2022
Dean, College of Education, Michigan State University
Postsecondary Expertise, Other Scholarly Society

Anthony Graham
Member
July 1, 2021 - June 30, 2024
President, Winston Salem State University
Postsecondary Expertise

M. Veronica Kortan
Member
July 1, 2021 - June 30, 2024
Administrator for Organizational Development, Harlingen Consolidated Independent
School District, TX
P-12 Practitioner, Employer or Policy Maker

**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
Public and At Large

**Lawrence Paska**
Member
*July 1, 2021 - June 30, 2024*
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

**Noran Moffett**
Ex-Officio Member / Vice Chair of Accreditation Council
*April 19, 2019 - June 30, 2023*
Professor, College of Education, Fayetteville State University
Postsecondary Expertise

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

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**BOARD COMMITTEES**

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**EXECUTIVE COMMITTEE / AUDIT 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.
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.

**Karen Gallagher**, Chair  
**Yuhang Rong**, Vice Chair  
**Christopher Koch**, President  
**Patricia McHatton**, Secretary  
**Jayne Meyer**, AC Council  
**Janice Poda**, Treasurer  
**Thanh Tran**, Staff Liaison  
**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**, Committee Chair  
**Karen Gallagher**  
**Christopher Koch**, President  
**Jayne Meyer**  
**Yuhang Rong**  
**Amy Starzynski**, CAEP Counsel

**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.

**Karen Gallagher**, Committee Chair  
**Jayne Meyer**  
**Al Rabanera**  
**Tim Finklea**, Staff Liaison  
**Christopher Koch**, President

**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

**Diana Cournoyer**  
National Indian Education Association

**Lena Rodriguez**  
Hispanic Association of Colleges and Universities

**Judith Hackett**  
Northwest Suburban Special Educational Organization

**Cassandra Herring**  
Hampton University and Deans for Impact

**Noran Moffett**  
Fayetteville State University

**Al Rabanera**
La Vista High School

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

Kevin Bastian
UNC Public Policy

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

John Johnston
CAEP Elementary Standards Committee Representative

Carolyn Kaplan
American Council on the Teaching of Foreign Language

Leah Nellis
National Association of School Psychologists

Eleni Pappamihiel
Teachers of English to Speakers of Other Languages (2017 – Alternate years)

Cornelia Paraskevas
National Council of Teacher of English

Lawrence Paska, Board Liaison
National Council for Social Studies

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
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

Accreditation – Case Management and Visits
Ben Frattini, Senior Accreditation Associate

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
Rose Hopson, Accounting Associate

Information Technology - AIMS Support
Liz Lee, Database Manager
Mert Saka, IT Manager
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Fairleigh Dickinson University - School of Education (NJ)
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Faulkner University - College of Education (AL)
Ferris State University - School of Education (MI)
Florida A&M University - College of Education (FL)
Florida Atlantic University - College of Education (FL)
Florida Gulf Coast University - College of Education (FL)
Florida International University - College of Arts, Sciences and Education (FL)
Fort Hays State University - College of Education (KS)
Framingham State University - Department of Education (MA)
Francis Marion University - School of Education (SC)
Franciscan University of Steubenville - Education Department (OH)
Franklin University - School of Education (OH)
Freed-Hardeman University - College of Education and Behavioral Sciences (TN)
Friends University - Professional Education Unit (KS)
Furman University - Department of Education (SC)
Gallaudet University - Professional Education Program (PEP) (DC)
Gardner-Webb University - School of Education (NC)
George Mason University - Graduate School of Education (VA)
Georgetown College - Department of Education (KY)
Georgian Court University - The School of Education (NJ)
Glennville State College - Teacher Education (WV)
God’s Bible School & College - Division of Professional Studies; Division of Music (OH)
Governors State University - College of Education (IL)
Grand Valley State University - College of Education (MI)
Hamline University - Professional Education Unit (MN)
Hampton University - Department of Education (VA)
Hanover College - Department of Education (IN)
Harding University - Cannon-Clary College of Education (AR)
Harris-Stowe State University - College of Education (MO)
Haskell Indian Nations University - School of Education (KS)
Hastings College - Education Department (NE)
Heidelberg University - School of Education (OH)
Henderson State University - Teachers College, Henderson (AR)
Hiram College - Education Department (OH)
Hope College - Education Department (MI)
Howard University - School of Education (DC)
Huntington University - Department of Education (IN)
Illinois State University - College of Education (IL)
Indiana State University - Bayh College of Education (IN)
Indiana University - Bloomington - School of Education (IN)
Indiana University - Purdue University, Columbus - Division of Education (IN)
Indiana University Kokomo - School of Education (IN)
Indiana University Northwest - School of Education (IN)
Indiana University of Pennsylvania - College of Education and Communications (PA)
Indiana University Purdue University - Indianapolis - School of Education (IN)
Indiana University South Bend - School of Education (IN)
Indiana University Southeast - School of Education (IN)
Indiana Wesleyan University - Education Unit (IN)
Inter American University of Puerto Rico - Arecibo Campus - Department of Education (PR)
Inter American University of Puerto Rico - Fajardo - Education & Social Sciences (PR)
Inter American University of Puerto Rico - Metropolitan Campus - Education Department (PR)
iteachU.S. - (TX)
Jacksonville State University - School of Education (AL)
James Madison University - College of Education (VA)
John Brown University - Department of Teacher Education (AR)
John Carroll University - Department of Education and School Psychology (OH)
Kean University - College of Education (NJ)
Kentucky State University - School of Education (KY)
Kutztown University of Pennsylvania - College of Education (PA)
Lake Superior State University - School of Education (MI)
Lander University - College of Education (SC)
Lee University - Helen DeVos College of Education (TN)
Lehman College-CUNY - School of Education (NY)
Lewis and Clark College - Graduate School of Education and Counseling (OR)
Linden Wilson College - Education Division (KY)
Linfield University - Teacher Education Program (OR)
Livingstone College - Division of Education, Psychology and Social Work (NC)
Longwood University - Office of Teacher Preparation (VA)
Louisiana State University at Alexandria - Department of Education (LA)
Louisiana State University in Shreveport - College of Education & Human Development, Department of Education (LA)
Loyola Marymount University - School of Education (CA)
Loyola University Chicago - School of Education (IL)
Lyon College - Liberal Arts Teacher Education Committee (AR)
Madonna University - College of Education and Human Development (MI)
Malone University - School of Education (OH)
Manchester University - Teacher Education (IN)
Manhattanville College - School of Education (NY)
Marian University - Educator Preparation Program (IN)
Marietta College - Education Department (OH)
Marshall University - College of Education and Professional Development (WV)
Marymount University - School of Sciences, Mathematics, and Education (VA)
McNeese State University - Burton College of Education (LA)
Medgar Evers College, CUNY - School of Education (NY)
Mercy College - The School of Education (NY)
Miami University - College of Education, Health and Society (OH)

MidAmerica Nazarene University - School of Education (KS)

Midwestern State University - West College of Education (TX)

Miles College - Division of Education (AL)

Millersville University of Pennsylvania - School of Education (PA)

Millsaps College - Department of Education (MS)

Minnesota State University, Mankato - College of Education (MN)

Minot State University - Teacher Education Unit (ND)

Mississippi College - Department of Teacher Education & Leadership (MS)

Mississippi University for Women - School of Education (MS)

Mississippi Valley State University - College of Education (MS)

Missouri Baptist University - Education Division (MO)

Missouri Southern State University - School of Education (MO)

Monmouth University - School of Education (NJ)

Monroe College - School of Education (NY)

Montana State University - Bozeman - College of Education, Health & Human Development (MT)

Montana State University-Billings - College of Education (MT)

Montclair State University - College of Education and Human Services (NJ)

Morehead State University - College of Education (KY)

Moreland University TEACH-NOW Graduate School of Education - (DC)

Morris College - Teacher Education (SC)

Mount Saint Mary College - Division of Education (NY)

Mount St. Joseph University - School of Education (OH)

Murray State University - College of Education and Human Services (KY)

Muskingum University - Education Department (OH)

National-Louis University - National College of Education and Undergraduate College (IL)

New Jersey City University - College of Education (NJ)

New Mexico Highlands University - School of Education (NM)

New Mexico State University - College of Health, Education, and Social Transformation (NM)

New York Institute of Technology - College of Arts & Sciences - Education Department (NY)

Newberry College - Department of Teacher Education (SC)

Newman University - School of Education (KS)

Niagara University - College of Education (NY)

North Carolina State University - College of Education (NC)

North Dakota State University - School of Education (ND)

North Greenville University - Education Division (SC)

Northeastern Illinois University - Daniel L. Goodwin College of Education (IL)

Northeastern State University - College of Education (OK)

Northern Arizona University - Professional Education Programs (AZ)

Northern Illinois University - Professional Education (IL)
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Universidad De Puerto Rico Ponce - Department of Education (PR)

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University of Arkansas at Pine Bluff - School of Education (AR)
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University of Central Arkansas - College of Education (AR)
University of Charleston - Morris Harvey Division of Arts and Sciences, Education Department (WV)
University of Cincinnati - College of Education, Criminal Justice & Human Services (OH)
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University of Delaware - Delaware Center for Teacher Education (DE)
University of Denver - Morgridge College of Education (CO)
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American University - School of Education (DC)
Anderson University - College of Education (SC)
Arkansas Tech University - College of Education (AR)
Asbury University - School of Education (KY)
Athens State University - College of Education (AL)
Auburn University - College of Education (AL)
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Fitchburg State University - Center for Excellence in Education (MA)

Five Towns College - Education Division (NY)

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National University - Sanford College of Education (CA)

North Carolina Wesleyan College - Education Department (NC)

Russell Sage College - Esteves School of Education (NY)

Saint Xavier University - Education Department (IL)

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University of Nebraska At Omaha - College of Education (NE)

University of Phoenix - Hawaii - College of Education (HI)

University of Phoenix - Utah - College of Education (UT)

University of the Virgin Islands - School of Education (VI)

Albion College - Education Department (MI)

Bluefield University - School of Education and Social Sciences (VA)

Caldwell University - Professional Education Unit (NJ)

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Greenville University - Education Department (IL)

Hollins University - Education Department (VA)

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Lindenwood University - College of Education and Human Services (MO)

Lourdes University - National Education Programs and Policy (OH)

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Teach For America Hawaii - (HI)
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Tulane University - Teacher Preparation Certification Program (LA)
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University of Richmond - Department of Education (VA)
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