



TO: Higher Education Committee

FROM: John L. D'Agati *John L. D'Agati*

SUBJECT: Development of a Partnership Agreement between the Council for the Accreditation of Educator Preparation (CAEP) and the New York State Education Department (NYSED)

DATE: December 1, 2016

AUTHORIZATION(S): *Mary Ellen Elin*
SUMMARY

Issue for Discussion

Overview of the development of a Partnership Agreement between the Council for the Accreditation of Educator Preparation (CAEP) and the New York State Education Department (NYSED).

Reason(s) for Consideration

Review of Policy

Proposed Handling

This item will come before the Higher Education Committee for discussion.

Procedural History

N/A

Background Information

In 1999, the Board adopted Section 52.21(b)(2)(iv)(c) of the Commissioner's Regulations which requires New York State teacher education programs to be continuously accredited by either "an acceptable professional education accrediting association" or by the Board of Regents through "a Regents accreditation process." The professional education accrediting association options at that time were the

National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Council Accreditation Council (TEAC). A process was developed for accreditation by the Board of Regents, which was called Regents Accreditation of Teacher Education (RATE). All teacher education programs in New York State had to achieve and maintain accreditation by one of the three accrediting entities - NCATE, TEAC or RATE.

The Department developed and maintained partnership agreements with both NCATE and TEAC. These agreements outlined the protocol that would be followed in the accreditation process, described the responsibilities of both the accreditor and the Department and included the specific regulatory standards that the Department wanted the accreditor to review during accreditation site visits to the institution. The RATE process included Department staff and the Professional Standards and Practices Board for Teaching (PSPB), which brought recommendations to the Board of Regents concerning accreditation of programs in those institutions that selected RATE as their accrediting body.

In September 2010, due to ongoing budget and staffing constraints, the Board of Regents voted to discontinue RATE. Those institutions accredited by RATE transitioned to NCATE or TEAC accreditation in order to maintain the continuous accreditation of their teacher and education leadership programs in compliance with Commissioner's Regulations. In July 2013, NCATE and TEAC announced they would consolidate to become the Council for the Accreditation of Educator Preparation (CAEP). The consolidation of NCATE and TEAC was completed in September 2016, making CAEP the sole accreditor of teacher education programs. Simultaneously, CAEP, working with representatives of education preparation programs (EPP) from around the country, developed a new set of standards by which all EPPs would be evaluated.

In response to the announced consolidation of NCATE and TEAC, the Department began seeking input from deans and directors of education from institutions in each higher education sector, the Professional Standards and Practices Board, the Teacher Education Advisory Group (TEAG), and New York State United Teachers (NYSUT) regarding the development of a partnership agreement between the Department and CAEP. Like the NCATE and TEAC agreement, a CAEP partnership agreement would outline the protocol that would be followed in the accreditation process, describe the responsibilities of both the accreditor and the Department and include the specific regulatory standards that the Department wanted the accreditor to review during accreditation site visits to the institution.

In May 2016, a workgroup of individuals representing CUNY, SUNY, the independent sector, and PSPB was convened to consider all of the feedback received and to prepare a working draft of a partnership agreement. The workgroup has met in person two times, and has spent countless hours on-line developing a working draft that could be used to begin formal conversations with CAEP regarding a final partnership agreement. Part of the workgroup members' motivation was the strong belief that having their programs CAEP-accredited was a public acknowledgement of their commitment to professionalism and because of the financial benefits to their

departments when the institution makes budgetary decisions. Some of the issues that New York teacher preparation programs identified for inclusion in the partnership agreement include: the identification of the programs that would be subject to review; the provision that one site visit team member will have some affinity for the institution under review and who would be selected from the same geographic area in order to contain the cost of accreditation; and the generation of an annual report that aggregates the performance of all New York's teacher and educational leader programs on each CAEP standard.

Related Regents Items

September 2010:

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/September2010/0910hea2.pdf>

Recommendation

N/A

Timetable for Implementation

The Department will use the draft partnership agreement, developed by the workgroup, to move forward on discussions with CAEP on a final partnership agreement.