

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

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Board of Regents  
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# Accreditation of New York's Teacher and Educational Leadership Programs

- In 1999, the Board of Regents adopted Section 52.21(b)(2)(iv)(c) of the Commissioner's Regulations requiring 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" by 2004.
- *Educational Leadership Programs met this requirement by December 31, 2013.*

# Accreditation Options Available in 2004

- There were 3 options for teacher and educational leader program accreditation:
  - *National Accreditation Council of Teacher Education (NCATE)*
  - *Teacher Education Accreditation Council (TEAC)*
  - *Regents Accreditation of Teacher Education (RATE) – An accreditation process developed by the Board of Regents*
- NCATE and TEAC were both recognized by the U.S. Department of Education enabling programs accredited by them to be eligible for federal financial aid specifically allocated for teacher education programs (TEACH Grant).

## Accreditation Options Now

- In 2010, RATE was discontinued due to ongoing budget and staffing constraints;
- In 2013 NCATE and TEAC officially announced they would consolidate to become the Council for the Accreditation of Educator Preparation (CAEP); and
- In September 2016, CAEP became the sole accreditor of educator preparation programs.
  - *CAEP is not yet recognized by the U.S. DOE, although it is recognized by the Council for Higher Education Accreditation (CHEA), a national advocate and institutional association with a membership of 3,000 degree-granting colleges and universities and approximately 60 institutional and programmatic accrediting organizations that promotes academic quality through accreditation.*

# Partnership Agreements

- As part of the accreditation process, NYSED developed and maintained a partnership agreement with NCATE and TEAC that reflected input from the field.
  - *These agreements:*
    - *Outlined the protocol that would be followed in the accreditation process;*
    - *Described the responsibilities of both the accreditor, the institution, and the Department; and*
    - *Included the specific regulatory standards that the Department wanted the accreditor to review during accreditation site visits to the institution.*

# NYSED's Response to NCATE's and TEAC's Consolidation to CAEP

- The Department began seeking input regarding the development of a partnership agreement between the Department and CAEP from:
  - *Deans and Directors of Education from institutions in each higher education sector;*
  - *Professional Standards and Practices Board (PSPB);*
  - *Teacher Education Advisory Group (TEAG); and*
  - *New York State United Teachers (NYSUT)*
- Like NCATE and TEAC, a CAEP partnership agreement would:
  - *Outline the protocol that would be followed in the accreditation process;*
  - *Describe the responsibilities of both the accreditor, the institution and the Department; and*
  - *Include any additional regulatory requirements that the Department wanted the accreditor to review during accreditation site visits to the institution.*

# NYSED's Response To Consolidation

- In May 2016, a workgroup of 10 individuals representing CUNY, SUNY, the independent sector, and the PSPB was convened to consider all feedback received and to prepare a working draft of a partnership agreement.
- The workgroup has met in person two times, and has spent hours 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 excellence; that all programs are evaluated fairly and consistently based on the standards; and that there are financial benefits to their departments when they are accredited.

# Some Issues to be Addressed in the CAEP Partnership Agreement

- Identification of programs that would be subject to review;
- Provision for one site visit team member to 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;
- Generation of an annual report that aggregates the performance of all New York's teacher and educational leader programs on each CAEP standard;
- Inclusion of admission standards that recognize New York's diversity and promotes access; and
- Collection of data used to determine program impact.