

**Commissioner Terry Holliday's Report
Education Professional Standards Board Meeting
April 13, 2015**

Retirement Announced – At the April 1 Kentucky Board of Education meeting, I announced my retirement as commissioner of education, effective August 31, 2015. I am humbled and very proud to end my 43 years in public education by serving the Commonwealth of Kentucky. For the last six years, it has been my honor to work with an outstanding and supportive Governor, a committed State Board of Education, steadfast partner agencies and constituent groups, a high performing Department of Education staff and passionate educators across the Commonwealth. It also has been a privilege to work with Executive Director Robert Brown and the Education Professional Standards Board in the quest to ensure an effective educator preparation and certification system so that our students are taught by highly-qualified teachers.

Kentucky's ESEA Four-Year Waiver Submission Approved – As you are aware, KDE submitted its four-year ESEA waiver renewal application to the U.S. Department of Education the end of January. On March 31, USED announced that Kentucky's request was approved. This is a tremendous accomplishment that represents many hours of staff work and provides the state the opportunity to continue its Unbridled Learning system.

While the four-year waiver will allow many elements to be continued as well as some new ones to be implemented, the major points to note are that it offers the opportunity to:

- implement the latest revisions to the accountability system approved by the Kentucky Board of Education in February that aim to make the system more valid, reliable and fairer
- continue to use one accountability system (Unbridled Learning) for state and federal purposes focused on continuous improvement instead of having to continue the No Child Left Behind system where almost all schools would be labeled as failing
- implement a new statewide plan that will close achievement gaps through reducing the number of students scoring Novice on the state test and providing additional supports to schools and districts
- continue the focus on increasing the college- and career-readiness rate and the graduation rate
- move forward with the aligned, statewide evaluation system for teachers, principals and superintendents that stresses professional growth, effectiveness and continuous improvement
- strengthen the supports for Priority Schools (low-achieving schools) that do not exit this status in three years

Opting-out of Common Core State Standards and Testing is NOT an Option – As part of the campaign against the Common Core State Standards (CCSS) and standardized testing, national pundits are urging parents to sign an opt-out form and submit it to their child's school. In Kentucky, schools and districts are not permitted to honor a parent's request to opt-out of CCSS or statewide testing.

Students may only be excused from statewide assessments upon completion and approval of the Medical Nonparticipation Form or Extraordinary Circumstances Nonparticipation Form. Guidance from the Kentucky Department of Education's Office of Guiding Support Services and General Counsel concerning the legal reasons students may not opt out of standards-based instruction or testing has been sent to school districts.

Kentucky Board of Education Meeting Update - The Kentucky Board of Education recently met on April 1. Highlights of the meeting included approval of amendments to the regulation that specifies guidelines for the Professional Growth and Effectiveness System, review of the progress on the state's Teacher Equity Plan, approval of amendments to the regulation that denotes the requirements of the kindergarten screener and review of the budget process for the next biennium. The agenda and meeting materials can be found at the following link: <https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=13190&AgencyTypeID=1>.

The next meeting will occur on June 3, 2015 in Frankfort.

Education Professional Standards Board

April 13, 2015

Report from the President of the Council on Postsecondary Education

CPE February Meeting:

The Council on Postsecondary Education met on Friday, February 13 at the Council on Postsecondary Education in Frankfort and took action on several items and heard a variety of reports.

- **CPE Board signed the Kentucky Rising Resolution**
- **Two new programs were approved:**
 - Bachelor of Arts in Modern and Classical Languages, Literature and Cultures from the University of Kentucky
 - Master of Fine Arts in Creative Writing from Western Kentucky University
- **Three capital projects were approved:**
 - Kentucky State University's project "Acquire Enterprise Resource Planning Information Technology System," funded with institutional and federal funds, with a project scope of \$2,600,000;
 - Morehead State University's project "Construct Food Service, Retail Space and Parking Structure," funded with auxiliary services funds and private funds, with a project scope of \$17,600,000; and
 - Western Kentucky University's project "Confucius Institute Facility," funded with private funds, with a project scope of \$2,300,000.
- **Two students from Elkhorn Crossing School in Georgetown presented their research, Continuation of an Antibacterial Bite Guard at the Council meeting.**
- **Reports from the following institutions were given:**
 - AIKCU, EKU, KCTCS, KYSU, MoSU, MuSU, NKU, UK, UofL, and WKU
- **The next Council meeting will be held April 16 and 17 at Morehead State University.**

CPE Initiatives Updates:

- **Redesign of Developmental Education**
 - A grant contract for Morehead for redesigning developmental literacy courses was completed and the final contract language has been approved.
 - The guiding principles document for developmental education transformation through accelerated and co-requisite program models has been reviewed and modified based on institutional comments. The revised version will be distributed with the College Readiness Leads.
 - A College Readiness module has been reviewed and finalized for the professional learning website for postsecondary faculty. It is available at www.kycorestandards.org.
- **Pathways into Programs of Study**
 - A Developmental Education, College Readiness, and Dual Credit Planning Document has been created to look to the future for the needs of each of these areas. The document includes a plan for creating quantitative reasoning pathways draft documents that will be ready for discussions with institutional representatives by the end of April.
- **Core to College**
 - Work continues with Northern Kentucky University's College of Applied Informatics to create the Core to College brand and website for the online catalog of professional learning activities and providers. The site will include the work of the Kentucky Partnership Academies and Kentucky Leadership Networks and is funded through the Core to College Communications Grant.
 - CPE released the Partnership Academy Extension Grant Request for Proposals to work collaboratively with schools to provide targeted professional learning programs that support the implementation of the Kentucky Department of Education's new statewide Professional Growth and Effectiveness System (PGES) and the schools Professional Learning Plan. Proposals were due March 6, 2015.
 - Planning is underway for the P-20 Partnerships for Professional Learning Convening that will bring together and highlight initiatives that work to provide professional learning experiences to improve college readiness, student

success and the professional growth and effectiveness of educators. The Convening will be held on Friday, April 10, 2015 at the Louisville Marriott East.

- **Clinical Preparation of Teachers**
 - CPE has released Clinical Model extension grant requests
 - CPE has released a Mathematics Clinical Model RFP that will be in collaboration with Kentucky Center for Mathematics, due by April 15, 2015
- **Annual Student Success Summit**
 - The 2015 Student Success Summit was held March 30 – 31 at the Louisville Marriott East. The theme for the summit is “Learning for the 21st Century: Higher Education’s Value Commitment.” Speakers include Debra Humphreys, VP for Policy and Public Engagement, AAC&U; Jose Bowen, President of Goucher College and author of *Teaching Naked*; Ray Angle, Director of University Career Services, UNC; Dr. Michael Benson, President, EKU; Kati Lewis, e-Portfolio Director, Salt Lake Community College; and Tracy Slagter, Associate Professor and Interim Director of University Studies, University of Wisconsin Oshkosh.
- **Faculty Development Work Group**
 - The workgroup met on February 13th to review Pedagogicon submissions. Plans are underway for the summer retreat, which will focus on creating ways for faculty developers across the state to share resources.
- **Academic Common Market**
 - Students are preparing for the 2015/2016 academic year. Sixteen students have completed their residency determination process for fall 2015 ACM participation. The out-of-state institutions they will be attending are:
 - University of Tennessee, Knoxville
 - Coastal Carolina University
 - University of Alabama
 - Middle Tennessee University
 - University of Arkansas
- **State Inter-Agency Council for Services to Children with Emotional Disabilities (SIAC)**
 - A meeting was held on March 25, 2015.
 - CPE staff serve as representatives on the Service Array Standing Committee (Sarah Levy) and the Continuous Quality Improvement Standing Committee (Bruce Brooks).
- **Governor’s Minority Student College Preparation Program**
 - The Annual GMSCPP Conference will be hosted by Murray State University, June 15-16, 2015, The day and a half event will introduce middle and junior high school students to STEM-H activities. Approximately 250 students from across KY are expected to participate.
- **Academically Proficient High School Jr/Sr Diversity Conference**
 - Council staff has partnered with administrators from the University of Louisville to host the 2015 Academically Proficient High School Jr/Sr Diversity Conference. The conference will be held at the Belknap campus, June 19-20, 2015. Approximately 250-300 students and parents/guardians are expected to participate. A college and career fair will also take place during the conference.
- **Kentucky Learning Depot**
 - Establishing new consortium with new and existing partners to house affordable textbooks, “homegrown” content and the National Repository of Online Courses (NROC) content. Finalizing Biblioboard pilot costs and proposal to replace Equella platform.

GEAR UP

- **Direct Services to Students & Parents**
 - **Direct Services** - Direct Services, including classroom curriculum delivery, enrichment services, mentoring, advising, and parent engagement continued as planned for three cohorts of students in 51 GUK schools in 21 districts across the 6 regions of the program.
 - A total of 14,584 Access & Readiness Service activities were delivered to 2,549 students in February.
 - **Parent Services** – In February 6,752 parents participated in the GUK parent services. Beginning in late-January we offered four primary strategies: 1) GUK Family and Community Zone (FCZ), 2) the Community Connection Forum, Community Connection Forum, and 4) Take the LEAD.
 - **Enrichment Services** – The student application/review process began for the 2015 GEAR UP Summer Academies. The three-week, residential, enrichment program is expected to serve 150+ students and will be expanded this year to a third campus. Participating institutions include the University of Kentucky, Western Kentucky

University, and the University of Louisville. Subsequent reports will highlight content focus, enrollment stats, feedback.

- **School Improvement Services**

- **Sustainability Summits**

- A Regional Sustainability Summit was planned to be held simultaneously in 5 locations across the program. With “sustainability” as the theme, the event was to be hosted centrally and connected via the ITV backbone of the Commonwealth’s postsecondary system. The intended audience was GUK school and district leadership. Data profiles were developed for each district and local facilitators were identified and trained. Nearly 100 participants were registered. Ultimately the event was postponed due to weather. A new date was set for March 16th

- **Other Program Activities**

- Six staff plus Dr. Aaron Thompson attended the annual Capacity-Building Workshop in Philadelphia.
 - Staff participated predetermined program tracks, including: Grant Management, Data-Based Decision Making, Evaluation, Advancing College Readiness Through Effective Programming, Parent Engagement, Helping High School Students Earn College Credit, Coordinator’s Roundtables, Directors’ Network, and Closing the STEM Gap
 - Dawn Offutt, *Coordinator for Direct Services* was invited by the National Council for Community and Education Partnerships to serve as an expert panelist and present about GUK’s efforts to target customized student interventions using an early warning system.

Commonwealth of Kentucky
EDUCATION PROFESSIONAL STANDARDS BOARD
Division of Certification, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601
Telephone (502) 564-4606 (888) 598-7667 www.epsb.ky.gov

**APPLICATION FOR OCCUPATION-BASED
CAREER AND TECHNICAL EDUCATION CERTIFICATION AND RANKING**

Use form CA-1 to apply for the initial Five-Year Certificate for Occupation-Based Career and Technical Education.

SECTION I. Record of Personal Information and Preparation to be completed BY APPLICANT (type or print)

A. PERSONAL INFORMATION

SSN: _____ Date of Birth: _____

Last Name: _____ Suffix: _____

First Name: _____ Middle: _____

Maiden Name: _____ Gender: Male Female

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Telephone Number (____) _____ Home Mobile

Primary E-mail address: _____

Secondary E-mail address: _____

Ethnic Identification – Optional (check one)

- White, Non-Hispanic Black, Non-Hispanic Hispanic
- Asian or Pacific Islander American Indian Other

KDE/EPSTB use only

SOE Recommendation

NOCTI test date: ___/___/___ OR

Exempt from NOCTI

NOCTI specialty test area: _____

COMPASS test date: ___/___/___

COMPASS expiration date: ___/___/___

Beginning date of Employment: ___/___/___

Beginning Date of Internship: ___/___/___

Fall– full year Fall–half year Spring–half year

SOE to be returned to KDE

SOE to be returned to School

Address: _____

City: _____ Zip Code: _____

B. COLLEGE ATTENDANCE RECORD – list all applicable degree programs (attach additional pages if needed)

Attach official transcripts

College/University	Address	Dates of Attendance				Total semester hours or degrees awarded
		From	To	From	To	
		M	Y	M	Y	

SECTION II. Certificate Request and Official Recommendation of Employer

A.1. TYPE OF CERTIFICATE REQUESTED

- Initial Issuance of one-year certificate (Statement of Eligibility)
- Renewal of one-year certificate
- Renewal of 5 year certificate

A.2. SUBJECT AND SCHOOL

Subject Area: _____ School: _____

A.3. RANK

- Rank 3 Rank 2 Rank 1

B. RECOMMENDATION OF EMPLOYER

I recommend the issuance of the appropriate teaching certificate and rank in the name of the applicant if state requirements have been satisfied.

Office of CTE or Local School District Superintendent Signature: _____

Date: _____ District: _____ District Telephone number: (____) _____

NAME: _____

SSN: _____

SECTION III: Initial Certification Experience and Testing Requirements (renewal applicants skip to Section IV)

A. Verification of Teacher NOCTI Test Scores

I hereby verify that the applicant whose signature appears on this form has successfully completed the NOCTI portion of the teacher test(s) specified in 16 KAR 6:020 (<http://www.lrc.state.ky.us/kar/016/006/020.htm>) for the teaching position. The PPST (PRAXIS I) or COMPASS Test portion of the test will be conducted at another time/location.

Test Administrator Signature _____

DATE _____

B. Occupational Experience for New Teachers, beginning with the most recent experience.

Detailed information regarding each experience must be completed on page 3, Section V

Employer Name	Listed on page 3
	<input type="checkbox"/> Y <input type="checkbox"/> N
	<input type="checkbox"/> Y <input type="checkbox"/> N
	<input type="checkbox"/> Y <input type="checkbox"/> N

The occupational experience identified on this application is adequate to satisfy four years of successful and appropriate occupational experience, two of which have been within the last five years as required by 16 KAR 2:020 (<http://www.lrc.state.ky.us/kar/016/002/020.htm>.) If other legal requirements have been met, it is recommended that the appropriate certification be issued.

Kentucky Department of Education Representative Signature _____

DATE _____

SECTION IV: Verification of Renewal Requirements

A. Renewal Type

- Renewal of one-year certificate: Requires an official transcript showing the completion of a minimum of six (6) semester hours of college credit for each renewal selected from the sixty-four (64) semester hour planned program as required by 16 KAR 2:020. No fee is required.
- Renewal of five-year certificate: The applicant has completed three years of teaching or work experience in the occupational specialty as reported in this application. Applicant must submit a \$50 fee payable by e-pay or by certified check or money order made payable to Kentucky State Treasurer for renewal.

B. Teaching and/or Work Experience for Renewal of Five- or Ten-Year Certificate

School & Location Work Experience & Location	Full-Time Position Held	or	Full-Day Subject Taught	DATES	
	If not full-time/full-day, Use additional sheet			From Mo./Yr.	To Mo./Yr.

I verify that this applicant has had experience as indicated above

Area Technology Center Principal Signature _____

DATE _____

OR

Kentucky Department of Education Representative Signature _____

DATE _____

Applicants who are applying for the initial issuance of a certificate should forward this Form CA-3 and an **official transcript of all credits** to the Office of Career and Technical Education, 20th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601.

Applicants who are applying for renewal of the one-year, or five-year certificate should record teaching experience in Section III C, secure recommendation of the appropriate administrator in Section III D, and forward this Form CA-3 to the Office of Career and Technical Education, 20th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601. The application for renewal of the one-year certificate must be accompanied by **an official transcript of the additional credit**.

NAME: _____

SSN: _____

SECTION V: Record of Occupation Based Experience

This page may be duplicated as needed

Please list your most recent position held followed by subsequent work histories and provide as much detail as possible. Be sure to complete each blank in this section thoroughly and accurately. If you changed positions within the same organization and your duties changed, describe each job in a separate block. When listing duties, list those that took most of your time first.

Most Recent Work Experience				Duties:
Title of Position				(List those that took the most of your time first)
Dates Employed From		Employed To		
Average Hours/Week				
Reason for Leaving				
Name of Employer				
Employer's Address				
Type of Business				
Employer's Phone Number				
Supervisor's Name and Title				
Supervisor's Phone #				
Next Work Experience				
Title of Position				(List those that took the most of your time first)
Dates Employed From		Employed To		
Average Hours/Week				
Reason for Leaving				
Name of Employer				
Employer's Address				
Type of Business				
Employer's Phone Number				
Supervisor's Name and Title				
Supervisor's Phone #				
Next Work Experience				
Title of Position				(List those that took the most of your time first)
Dates Employed From		Employed To		
Average Hours/Week				
Reason for Leaving				
Name of Employer				
Employer's Address				
Type of Business				
Employer's Phone Number				
Supervisor's Name and Title				
Supervisor's Phone #				

NAME: _____

SSN: _____

SECTION VI. Character and Fitness

A. Applicants are required to submit a national and state criminal background check. The criminal background check shall be conducted within twelve (12) months prior to the date of the initial application for certification.

- I am an applicant for initial certification in Kentucky and I have submitted or will submit my national and state background check.

B. If you have ever held, or currently hold a professional license, credential, or other document issued to you by any other jurisdiction other than Kentucky within the United States or abroad, enclose a copy of the certificate(s) and provide the following:

Type of Professional Certificate	State or Jurisdiction of Issuance	Issue Date	Expiration Date

C. Disclosure of Background Information

If you answer "yes" to any question below, SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, court records, and any other information that explains the circumstances in detail.	YES	NO	Documentation Attached
1. Have you ever had a professional certificate, license, credential, or any document issued for practice denied, suspended, revoked, or voluntarily surrendered? If you have had a professional certificate, license, credential, or any other document issued for practice initially denied by a licensing body, but later issued, you must answer "yes."			
2. Have you ever been suspended or discharged from any employment or military service because of allegations of misconduct?			
3. Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of allegations of misconduct?			
4. Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?			
5. Have you ever been convicted of or entered a guilty plea, an "Alford" plea, or a plea of nolo contendere (no contest) to a felony or misdemeanor, even if adjudication of the sentence was withheld in Kentucky or any other state? For the purpose of this application, minor traffic violations should not be reported. Convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.			
6. Do you have any criminal charges pending against you?			
7. If you indicated "yes" to question #1 through #6, has the EPSB previously reviewed the information? _____ (Date of Review)			

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the Professional Code of Ethics for Kentucky Certified School Personnel, 16 Kentucky Administrative Regulation 1:020, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

SIGNATURE: _____ **DATE:** _____

Section VII. Affirmation

I affirm and declare that all information given by me on this application is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

SIGNATURE: _____ **DATE:** _____

CAEP Standards Amended February 2015

This link to the CAEP Accreditation Standards reflects revisions to Standard 3, Candidate Quality, Recruitment, and Selectivity, adopted by the CAEP board on February 13, 2015.

https://caepnet.files.wordpress.com/2015/02/final_board_amended_20150213.pdf

AACTE Board Resolution on CAEP

27 February 2015

FOR IMMEDIATE RELEASE

For interviews, contact: Jerrica Thurman
(202) 478-4502 or jthurman@aacte.org

(February 26, Washington, D.C) the AACTE Board of Directors unanimously passed the following resolution regarding the Council for the Accreditation of Educator Preparation (CAEP):

“The Board of Directors of the American Association of Colleges for Teacher Education (AACTE) reiterates its support for a single, unified professional accreditation system for educator preparation programs. Further, AACTE is committed to the Council for the Accreditation of Educator Preparation (CAEP). However, the AACTE Board also reiterates its ongoing, significant concern about the Council for the Accreditation of Educator Preparation (CAEP) and asserts that there is a ‘crisis of confidence’ with respect to CAEP. Specific concerns are related to the accreditation standards, process for accreditation, costs associated with accreditation, the capacity of CAEP to implement the accreditation system and the representativeness of the CAEP governance structure.”

AACTE and its member institutions have consistently attempted to communicate with CAEP about these issues and concerns in the past. We hope to spur an open dialogue to work toward improving professional accreditation and its processes.

The AACTE Board has shared this resolution with the CAEP leadership.

AACTE: The Leading Voice on Educator Preparation

The American Association of Colleges for Teacher Education is a national alliance of educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners on Day 1. Its over 800 member institutions represent public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico and Guam. AACTE leads the field in advocacy and capacity building by promoting innovation and effective practices as critical to reforming educator preparation. For more information, visit www.aacte.org.

March 10, 2015

Dear CAEP Stakeholders:

We are in the midst of a sea change in expectations for teacher preparation in our country. Many forces are in play, including efforts to dismantle teacher licensure and to bypass the institution of accreditation. These threats to our field's professionalization and its stature should not be underestimated. Others will step in if we do not step forward ourselves.

Amid this cacophony of self-described reformers, CAEP has emerged as a voice for the preparation of P-12 educators as a profession. This is a singular achievement, and one which can counter ill-advised proposals that would take our country backwards by weakening teacher preparation as a profession and accreditation as an effective and preferable alternative to excessive government regulation.

CAEP was born for the very purpose of reforming our field. In the words of the [report](#) of the NCATE/TEAC Design Team, which was created on the recommendation of an AACTE Task Force to consider the need for a single accreditor for our profession:

We wish to emphasize that we have not approached our task as merely unifying NCATE and TEAC with the least possible change to two accrediting systems that are already quite similar and effective. Rather, we have set a much more ambitious goal: to create a model unified accreditation system. We believe that CAEP can elevate educator preparation to the new level of excellence that the public and its policymakers expect.

Such a system would not merely stand as the traditional bar to unsatisfactory professional preparation. Instead, it would encourage and assist all institutions and other entities that prepare educators . . . , even those that already exceed that bar, to go beyond it towards excellence by continuously improving the quality of their completers and programs. CAEP's goals should be not only to raise the performance of candidates as practitioners in the nation's P-12 schools, but also to raise the stature of the entire profession by raising the standards for the evidence the field relies on to support its claims of quality. With the great changes currently being proposed and taking place in our field, this is a unique opportunity for us to show the value we add to quality assurance, accountability and the overall performance of the profession.ⁱ

CAEP's mission was widely vetted in its formative stages and took its form from that early commitment. The mission reads "to advance excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning." Each word in this mission statement was carefully vetted. CAEP is about excellence, not adequacy. We are committed to a culture of evidence. Our work must be organized around the principle of continuous improvement rather than a compliance-oriented, static conception of quality assurance. And most dramatically and crucially, we are committed to linking teacher preparation to the improvement of P-12

student learning and development in our nation. None of the other reformers competing for attention in America's policy arena can make the claim to such a comprehensive vision of how to transform America's teaching workforce. By contrast, CAEP offers a professional vision that is at once transformational and inclusive.

Many decades ago, accreditation of educator preparation was removed from the exclusive confines of AACTE to a new organization, NCATE, formed by a coalition of teacher educators, states and practitioner representatives. CAEP's ambitious goals to improve educator preparation required another bold organizational move. So, one of the principal tasks of the Design Team, co-chaired by two former Deans (including myself) and with current and former teacher educators numbering about half its members, was to develop a governance system appropriate to its ambitious goals. It proposed a governance structure that would be broadly inclusive of our profession to include all stakeholder voices, and not just those of higher education. To quote, "Our plan is to combine the best attributes of both the NCATE and the TEAC current board structures in a way that would enable CAEP to be even more inclusive of the profession and other stakeholders" (p. 10). To reduce costs, the governance model was streamlined and made smaller, although not dramatically so. At the same time, the Bylaws of the new organization were written to ensure that the voice of higher education, as well as all its stakeholders, would be heard throughout its governance structure, including as peer reviewers and decision makers on the CAEP commissions and Accreditation Council. After public comment that was without controversy, that model was recommended unanimously by the Design Team and adopted by the NCATE and TEAC boards.

CAEP recognizes that its new standards will require institutions to do things somewhat differently and to reach higher levels. That was not only their stated purpose but also why a [Commission](#) of 41 members, co-chaired by a dean and a chief state school officer, and again with current and former teacher educators and higher education representatives numbering about half its members, worked so diligently to set those standards and addressed challenging issues in a spirit of fairness and openness. The Commission realized that CAEP would encounter many implementation challenges. Among them was a recognition that states would have to develop new data systems to assist providers in data collection, and school districts would have to embrace a partnership approach to preparing teachers. The Commission carefully considered feedback during the public comment period. It made revisions after deliberation and debate. All members of the Commission unanimously supported the final product. Those [standards](#) were subsequently adopted unanimously by the CAEP Board.

CAEP set an aggressive timetable for implementing the standards and making them mandatory by 2016. We have done this out of concern for the profession, knowing that any slower timeframe would invite policymakers to supplant accreditation with other, potentially more onerous alternatives that would completely diminish the power of educators and stakeholders to shape how we assure quality. We also sought to use this opportunity to strengthen what institutions do and demonstrate that the requirements for education preparation are on par with those of other professional fields. We have worked to provide flexibility in the types of evidence used, to gradually phase in the uses of new evidence as it becomes available, and to provide needed guidance and assistance to providers to ensure that they can meet current timetables and choose how best to provide evidence of their success. We have also pledged to study carefully the actual consequences of implementation as it proceeds and to

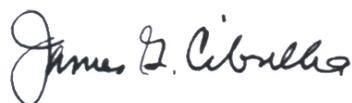
make mid-course corrections when necessary. The recent action the CAEP Board has taken with respect to Standard 3.2 (selectivity based on academic qualifications), the details of which can be found [here](#), is an example of the CAEP Board listening to feedback.

I regretfully acknowledge that CAEP, as a new organization just finding its legs, has not always provided consistent or sufficient guidance to providers, particularly to those early adopters with visits prior to 2016. My staff and I have spent tens of thousands of hours, if not more, in preparing written manuals and other guidance and in participating in conferences, webinars and in individual meetings, phone calls and email exchanges with all our stakeholders. An [Evidence Guide](#) has been available for over a year and is now in its second edition, and a draft of the [CAEP Accreditation Manual](#) was released in January, with opportunity to provide feedback to CAEP. That said, what CAEP has provided up to now has not been sufficient. In the words of our Standards Commission, “results matter – effort is not enough.” As the CEO of CAEP, I take full responsibility for our shortcomings. I pledge to you that we will redouble our efforts to assist you in fulfilling the new responsibilities created for you by the CAEP Standards. As a first step, I am initiating a new **CAEP Accreditation Updates** that will be put on its website each week. This will include meetings, presentations, and events, resources that will be available, what is coming soon, organization updates, and policy updates. I also assure you that CAEP will continue to make every effort to listen to and respond to feedback.

We are at a pivotal moment for our profession. We must not allow those who oppose CAEP’s standards or even CAEP itself to use this situation for their own purposes. We all have too much at stake in the success of the reform efforts that CAEP represents.

All of us at CAEP look forward to collaborating with you to achieve CAEP’s mission and its promise.

Sincerely,



James G. Cibulka,
President, CAEP

ⁱ Report and Recommendation of the NCATE/TEAC Design Team to Our Respective Boards of Directors, 2-3. Retrieved from <http://www.caepsite.org/documents/designteamreport.pdf>