



AACTE Annual Meeting

CAEP/NCATE/TEAC: A Workshop on Standards- Setting for Our Profession

Presenters:

Jim Cibulka

Mark LaCelle-Peterson

Camilla Benbow

Janice Poda

Diana Rigden

Deb Eldridge

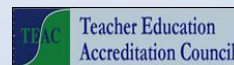
NCATE

The Standard of Excellence
in Teacher Preparation

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Jim Cibulka
President, NCATE and CAEP



CAEP Workshop on Standards-Setting

- I. Welcome and Introductions: James G. Cibulka, NCATE/CAEP President
- II. Highlights of CAEP Development: Mark LaCelle-Peterson, TEAC President
- III. Introduction to the Standards Commission: James G. Cibulka, NCATE/CAEP President
- IV. The Work of the CAEP Standards Commission: Camilla Benbow, Co-chair CAEP Standards Commission; Patricia & Rodes Hart Dean of Education & Human Development, Peabody College of Education & Development, Vanderbilt University
- V. Importance of CAEP/State Relationship: Janice Poda, Strategic Initiative Director, Education Workforce, Council of Chief State School Officers
- VI. Overview of the Interactive Workshop: Diana Rigden, TEAC Executive Director
 - A. The measures you use
 - B. What measures describe a successful graduate/beginning teacher?
 - C. The challenge of the measuring impact on student learning
- VII. Break
- VIII. Piloting the CAEP Standards and Process
 - A. Ideas generated in the workshop: Deb Eldridge, NCATE Senior Vice President
 - B. Pilot state partnerships and campus test cases: Mark LaCelle-Peterson, TEAC President
 - C. Next steps: James G. Cibulka, NCATE/CAEP President
- IX. Lunch



Where We Are on Standards

- CAEP Initial Standards
- CAEP Commission on Standards
- Task Force on Performance Data



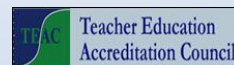
CAEP Commission on Standards

- Co-Chairs of the Commission:
 - **Camilla Benbow**, Patricia & Rodes Hart
Dean of Education & Human Development,
Peabody College of Education & Development,
Vanderbilt University
 - **Gene Harris**, Superintendent, Columbus, OH



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The Changing Context for Accreditation

- Changing Student Population
- Changing Expectations for Students
- More Robust Knowledge Base
- Greater Demand on Teachers and Principals
- Feedback from the Field



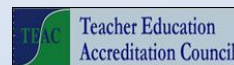
Increased Use of Data

- Increased expectations for quality of data and its use to improve programs
- State longitudinal databases
- Data Quality Campaign
- Teacher evaluation systems
 - TPA
 - METS study
- Transparency



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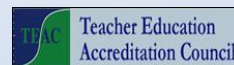
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Overview of the Workshop

THE MEASURES YOU USE

In its case for accreditation, a unit or program provides evidence that Standard 1 is met by candidates and graduates.

WHAT MEASURES DESCRIBE A SUCCESSFUL GRADUATE/BEGINNING TEACHER?

CAEP expects new teachers who (1) know the subject matter, (2) teach students effectively, (3) can nurture academic and social development, (4) use technology, (5) work collaboratively, and (6) engage in ongoing learning.

THE CHALLENGE OF Measuring Impact on Student Learning

Educators have always known that the best measure of the quality of an educator preparation program is the candidates' and graduates' impact on P-12 student learning; this measure is embraced by national and state policymakers.