Request for Proposals on Transformation Initiatives

In order to provide Educator Preparation Providers (EPPs) with a pathway to accreditation that focuses on significant contributions to the field of education, the Council for the Accreditation of Educator Preparation (CAEP) requests proposals for transformation initiatives.

Statement of Purpose:

CAEP believes that the field of education is in need of a research base to document and substantiate promising and effective practices and innovations. Many of CAEP’s EPPs are focused on improving the quality of education by preparing future educators, enhancing the effectiveness of current educators, conducting research, and providing services in real-world schools. All of these endeavors have the potential to inform the field at large through a rigorous process of research and development. Thus, CAEP’s Transformation Initiative (TI) seeks proposals that conduct research on promising practices, innovations, and interventions directed at transforming educator preparation for greater accountability, effectiveness, rigor, and quality.

Eligibility:

EPPs must fulfill the following eligibility criteria in order to submit a proposal for review:

- Be in full accreditation status seeking continuing accreditation with no unmet standards and few, if any, areas for improvement;
- Have all applicable programs recognized by the appropriate affiliated specialized professional associations (SPA) or approved by the state; and
- Commit to providing evidence in annual reports of program impact and outcomes that demonstrate the EPP continues to meet professional standards with no substantive EPP changes resulting in lowered performance.

Procedures:

An EPP should submit a TI Request for Proposals (RFP) approximately 36 months prior to its scheduled accreditation visit date. The Committee on Transformation Initiatives reviews proposals using the criteria in the RFP, provides feedback to the EPP, and makes a determination of the capacity and readiness of the EPP to engage in a TI pathway to accreditation.
Cover Sheet for EPPs Submitting an
RFP for a Transformation Initiative

Contact person completing the proposal: ______________________________

Daytime Telephone: _____________ Mobile Phone: _________________

E-mail: ________________________________

Name of EPP: ________________________________

Date of last accreditation visit: ____________ Date of next accreditation visit: ____________

Name and contact information for State Liaison: ________________________________

________________________________ _________________________
Signature of Head of the EPP Date of approval of submission

________________________________________________________
Signature of Preparer Date of submission of proposal

Have state personnel been included in the development or review of this proposal? □ Yes □ No

Current accreditation status: ________________________________

Standards unmet, if any: ________________________________

Areas for improvement cited, if any: ________________________________
Guidelines for Completion of Transformation Initiative Proposals

I. Significance of the Project

The EPP should clearly articulate the significance of the proposed project. In doing so, the proposal should include the following components:

1. A literature review related to the needs and importance of the project that is situated in the current literature and national research agenda for educator preparation;
2. The relationship between the identified needs, the goals and objectives of the project, and the research questions;
3. The potential of the project for providing timely and important information to the education field at the local, state, regional, and/or national levels, including the likelihood that the proposed project will result in systemic change or improvement; and
4. The extent to which the proposed project is likely to build capacity at the EPP level to serve as a national model to improve educator preparation practice(s).

Strong proposals will clearly describe the actions, activities, and goals of the Transformation Initiative. Reviewers will understand why this is an important initiative for the field of education.

II. Quality of the Project Design

The proposal should consist of a comprehensive plan and/or methodology, including a description of:

1. The potential of the proposed project to provide a model for other EPPs to replicate or adopt the model, practices, or initiatives outlined in the proposal;
2. The extent to which the project activities are of sufficient quality, intensity, and duration to lead to improvements in meeting the needs, addressing the issues, solving the problems, and accomplishing the priorities; and
3. The extent to which the proposed project involves the collaboration of appropriate key stakeholders, including state personnel providing oversight of educator preparation programs.

Strong proposals will describe a project design that emerges from the research and policy literature and is clearly linked to the goals and objectives of the project, including desired outcomes and indicators of success. It will also include a timeline for implementation of identified project goals/actions/activities.
III. Quality of the Research Design

EPPs should address the quality of the research design to be conducted by the project. The proposal should address:

(1) The extent to which the research methods will produce quantitative and/or qualitative data that meets the standards in the field;
(2) The extent to which the research methods will provide performance feedback and permit formative assessments of progress toward achieving intended goals and objectives;
(3) The extent to which the research methods are generalizable, replicable, and identify the limitations of the project; and
(4) Contains valid and reliable research methodology including instrumentation, data collection, analysis, and reports.

Strong proposals will include a complete description of how the project will be evaluated and how the research questions will be addressed, including methodology, instrumentation, analysis, timeline and responsible parties. It should also clearly identify participants and outline the process for IRB approval.

IV. EPP Capacity to Conduct the Initiative

CAEP considers the capacity of the EPP to conduct the transformation initiative, including the capacity of the personnel who will implement the project. The proposal should address:

(1) The extent and adequacy of support from the EPP’s faculty, staff, and other constituents;
(2) The capacity of the EPP to achieve the goals and objectives of the proposed project on time and within the allocated resources;
(3) The capacity of the EPP’s faculty and personnel to conduct the research, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
(4) The adequacy of support, including facilities, equipment, supplies, and other resources from all partners;
(5) When appropriate, the extent to which the costs are reasonable in relation to the goals and objectives, design, and significance of the project; and
(6) The adequacy of the plan to involve key external partners/stakeholders.

Strong proposals will provide evidence of widespread EPP support and internal capacity. It will also specify a realistic timeline with clearly defined outcomes and areas of responsibility for faculty and personnel, and the role of external partners in project management. EPPs should include a statement about how the EPP has prepared faculty/staff to engage in the proposed TI.