



**Council for the  
Accreditation of  
Educator Preparation**

## **ACCREDITATION ACTION REPORT**

Ella Cline Shear School of Education  
State University of New York at Geneseo  
Geneseo, New York

Accreditation Council April 2020  
Accreditation Application Date: \*

*This is the official record of the Educator Preparation Provider's accreditation status.  
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

\* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

### **ACCREDITATION DECISION**

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

**Accreditation** is granted at the advanced-level. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

### **SUMMARY OF STANDARDS**

<b>CAEP STANDARDS</b>	<b>INITIAL-LICENSURE LEVEL</b>	<b>ADVANCED LEVEL</b>
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

### **AREAS FOR IMPROVEMENT AND STIPULATIONS**

**Areas for Improvement:** Identified areas for improvement are addressed in the provider's annual report.

**Stipulations:** Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

### **INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS**

#### **STANDARD 2: Clinical Partnerships and Practice**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided limited evidence of multiple indicators to establish, maintain, and refine professional development, continuous improvement, and retention of clinical educators in all clinical placement settings. (component 2.2)	The EPP provided limited professional development for cooperating teachers on the use of evaluation instruments, evaluating professional dispositions of candidates, setting specific goals/objectives of the clinical experience, and providing feedback. Cooperating teachers are also minimally involved in the creation of professional development opportunities.
2	The EPP provides limited evidence to ensure candidates have clinical experiences of sufficient depth, breadth, and diversity. (component 2.3)	The EPP provided limited data on the tracking of candidates' clinical experiences.

#### **STANDARD 4: Program Impact**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP did not document that program completers contributed to an expected level of student learning-growth. (Component 4.1)	The case study plan for evaluating completer impact on P-12 students and schools includes timelines, steps, and resources, but at least one cycle of impact data was not provided.

#### **STANDARD 5: Provider Quality Assurance and Continuous Improvement**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided limited evidence they include stakeholders in regular and meaningful program evaluation and improvement. (component 5.5)	Multiple P-12 representatives shared during interviews that they are not always consulted on, nor are they always aware of opportunities to contribute to, the development of rubrics, assessments, attendance requirements in field experiences, and candidate exit expectations.

### **ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS**

#### **STANDARD A.2: Clinical Partnerships and Practice**

	<b>Areas for Improvement</b>	<b>Rationale</b>
1	The EPP provided limited evidence of co-construction with its partners of mutually beneficial P-12 school and community arrangements for all advanced-level programs. (component A.2.1)	There is limited evidence the EPP co-constructs with its partners mutually beneficial P-12 school and community arrangements, including technology-based collaborations for clinical preparation, for Adolescence Education candidates.
2	The EPP provided limited evidence it works with partners to design varied clinical settings for all candidates in all advanced-level programs. (component A.2.2)	There is limited evidence the EPP works with partners to provide a variety of clinical settings or experiences for Adolescence Education candidates. The Updated Graduate Programs Plan does not reference such work.

#### **STANDARD A.5: Provider Quality Assurance and Continuous Improvement**

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of appropriate stakeholder involvement in regular and meaningful program evaluation across all advanced programs. (component A.5.5)	Co-construction with stakeholders regarding assessments and rubrics does not occur in the Adolescence Education program. Feedback provided by TEAG members is not tracked in the Quality Assurance System spreadsheet.

## AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

### Removed:

Area for Improvement or Weakness	Rationale
1.(NCATE STD 2) The unit does not assess professional dispositions in all programs. (ADV)	1.CAEP's Advanced-Level Programs Phase-In Schedule covers A.1.1, the component of Standard 1 that includes dispositions. Addendum evidence includes the Updated Graduate Programs Plan that specifies a phase-in plan for dispositions. This evidence is consistent with removing the AFI.
2. (NCATE STD 2) Disposition assessments are not consistently aligned with the conceptual framework. (Both)	2. The CAEP Evaluation Framework for EPP-Created Assessments does not specify that assessments need to be aligned to a conceptual framework. Therefore, removal of this AFI is warranted.
3.(NCATE STD 3) Candidates in the advanced graduate program for Childhood Multicultural Education do not participate in field experiences where they apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning. (ADV)	3.The EPP no longer offers the Childhood Multicultural Education program. Therefore, removal of this AFI is warranted.
4.(NCATE STD 4) Candidates have limited opportunities to work with diverse faculty members. (Both)	4.CAEP Standards do not specify that candidates must have opportunities to work with diverse faculty members. Therefore, removal of this AFI is warranted.

## INFORMATION ABOUT ACCREDITATION STATUSES

**Accreditation** for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

**Accreditation with stipulations is granted for 2 years** if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

**Probationary Accreditation** is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

## SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

**NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.**

## End of Action Report