



## TEACHER ACADEMY OF MARYLAND

### CAREER AND TECHNOLOGY EDUCATION PROGRAM OF STUDY

### FACT SHEET

#### Background

The Teacher Academy of Maryland (TAM) is a state-approved Career and Technology Education (CTE) Program of Study (POS). It was developed in 2004 – 2005 with representatives from: local school systems; community colleges; baccalaureate degree granting institutions; the Maryland Higher Education Commission; the University System of Maryland; and the Maryland State Department of Education through two areas: the Division of Career and College Readiness, and the Division of Educator Effectiveness.

#### The Teacher Academy of Maryland Program

- Prepares high school students for further education and careers in the education profession
- Aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) and Maryland Essential Dimensions of Teaching (EdoTs)
- Is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with National Council for the Accreditation of Teacher Education (NCATE) standards which consolidated into the Council for the Accreditation of Education Preparation (CAEP)
- Culminates in an internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area
- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher
- Requires students to prepare a working portfolio during the Internship
- Uses *ParaPro* as the industry-recognized certification/credentialing exam
- Encourages students to take the SAT and PraxisCORE (formerly Praxis I)
- Has the Educators Rising (formerly Future Educators Association) as the recommended student organization

#### School Systems that offer TAM

TAM is offered in 18 of Maryland's 24 school systems:

Baltimore City Public Schools  
Baltimore County Public Schools  
Calvert County Public Schools  
Caroline County Public Schools  
Carroll County Public Schools  
Cecil County Public Schools  
Charles County Public Schools  
Dorchester County Public Schools  
Frederick County Public Schools

Harford County Public Schools  
Howard County Public Schools  
Kent County Public Schools  
Prince George's County Public Schools  
Queen Anne's County Public Schools  
St. Mary's County Public Schools  
Somerset County Public Schools  
Talbot County Public Schools  
Washington County Public Schools

## TAM Four Credit Course Sequence

- Human Growth and Development through Adolescence
- Teaching as a Profession
- Foundations of Curriculum and Instruction
- Education Academy Internship

## TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)
- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree
- Have three years of successful teaching experience
- Obtain the recommendation of their principal or CTE supervisor
- Attend the TAM Summer Professional Development Leadership Institute or an approved alternative professional development, prior to teaching TAM

## Statewide Articulation Agreements

- *Towson University* – three credits for EDUC 202 Historical Contemporary Perspectives on America's Urban Schools
- *Stevenson University* – three credits for PSY 206 Child Growth and Development
- *Coppin State University* – three credits for EDUC 200 History of Education
- *St. Mary's College of Maryland* – four credits for EDUC 140: Special Topics in Educational Studies
- *Salisbury University* – three credits EDUC 210 School in a Diverse Society, a required pre-program course for secondary education majors OR one credit as ELED 201 Introduction To Teaching plus two credits of electives for elementary and early childhood education majors

In addition, local school systems have articulation agreements with their local community colleges for various numbers of credits into teacher education programs.

## Scholarships Available

Towson University and St. Mary's College of Maryland offer a \$500 scholarship per semester for TAM students who are declared education majors and meet the requirements stated by the institution. Coppin State University offers TAM students scholarships based upon need. Financial aid is available to those who qualify at Stevenson University and Salisbury University.

## Fast Facts about TAM Programs

Five Year Enrollment Trend				
2011	2012	2013	2014	2015
1994	2386	2127	2117	2104


In 2015, of the total 2,104 enrollment:

- 518 Males
- 1,691 Females.

In 2015:

- over 90% of TAM students passed the industry-recognized credential, the *ParaPro*, which was 11% higher than the state average for all industry credentials for all CTE programs
- over 74% of high school students who completed the TAM program also completed the credit entrance requirements for admission to the University System of Maryland which was 13% higher than the state average for all CTE programs

Updated July 2016



**Teacher Academy of Maryland  
Career and Technology Education  
Program of Study**

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Maryland State Department of Education  
Division of Career and College Readiness  
[www.marylandpublicschools.org](http://www.marylandpublicschools.org)

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**Career and Technology Education (CTE)**

- Today's CTE prepares students for both college **and** careers through rigorous Programs of Study (POS)
- CTE POS offer industry certification such as a state license or an industry-recognized credential where appropriate and available
- CTE POS offer advanced college opportunities with articulated or transcribed credits
- Teacher Academy of Maryland (TAM) is one of 43 CTE Programs of Study




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
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**Teacher Academy of Maryland  
(TAM)**

- Established a statewide workgroup which included representatives from Maryland State Department of Education, Maryland Higher Education Commission, University System of Maryland, Community Colleges, Baccalaureate Institutions and Local School Systems
- Researched Labor Market data to determine critical shortage areas in the teaching field
- Identified industry recognized credentials for the end of program assessment




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## Teacher Academy of Maryland (TAM)

- Aligns with:

Interstate Teacher Assessment and Support Consortium (INTASC) and Maryland Essential Dimensions of Teaching (EdoTs)

- Based on the outcomes of:

Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with:

National Council for the Accreditation of Teacher Education (NCATE) standards which consolidated into the Council for the Accreditation of Education Preparation (CAEP)



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## Teacher Academy of Maryland Program of Study

Four credit sequence consisting of:

- Human Growth and Development through Adolescence
- Teaching as a Profession
- Foundations of Curriculum and Instruction
- Education Academy Internship



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## Teacher Academy of Maryland (TAM)

- Prepares high school students for further education and careers in the education profession
- Culminates in an internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area
- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher



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## Teacher Academy of Maryland

- Requires students to prepare a working portfolio during the Internship aligned with InTASC Principles
- Uses *ParaPro* as the industry-recognized certification/credentialing exam
- Encourages students to take the SAT and Praxis I
- Has *Educators Rising* as the recommended student organization



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## Teacher Academy of Maryland

- TAM Implementation Guide provides the requirements for offering the program
- College level textbooks are standardized across the state and must be used in order for the articulated/transcripted credit to be awarded
- Curriculum has been developed
- Professional development, based upon the Maryland Teacher Professional Development Standards, is required for all teachers prior to teaching TAM



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## TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)
- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree
- Have three years of successful teaching experience
- Obtain the recommendation of their principal or CTE supervisor



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## Teacher Academy of Maryland

Instructors for TAM are certified in:

- |   |  |
|---|--|
| <input type="checkbox"/> Art                            | <input type="checkbox"/> Health              |
| <input type="checkbox"/> Business Education             | <input type="checkbox"/> Math                |
| <input type="checkbox"/> Dance                          | <input type="checkbox"/> Physical Education  |
| <input type="checkbox"/> Early Childhood                | <input type="checkbox"/> Science             |
| <input type="checkbox"/> Education Administration       | <input type="checkbox"/> Social Studies      |
| <input type="checkbox"/> Elementary Education           | <input type="checkbox"/> Spanish             |
| <input type="checkbox"/> English                        | <input type="checkbox"/> Special Education   |
| <input type="checkbox"/> Family and Consumer Sciences   | <input type="checkbox"/> Theater             |
| <input type="checkbox"/> Gifted and Talented Specialist | <input type="checkbox"/> Visual Arts         |
|   | <input type="checkbox"/> Work-based Learning |



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## TAM Articulation Agreements

- Articulation agreements are in place between local school systems and their respective community colleges
- State-wide articulation agreements are in place with Towson, Coppin State, Salisbury, and Stevenson Universities in which successful TAM students receive three transcribed credits. St. Mary's College of Maryland has an articulation agreement for four credits, early registration, and a reserved space in a 200 level course.



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## TAM Scholarships

- Towson University offers a \$500/semester (up to \$1,000 per year) scholarship to TAM high school graduates who are majoring in education at Towson University based upon certain requirements
- Coppin State University offers a similar scholarship for TAM high school graduates who matriculate to Coppin State University and major in education based upon certain requirements



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### TAM Scholarships

- St. Mary's College of Maryland offers a \$500/semester (up to \$1,000 per year) scholarship to TAM high school graduates who are majoring in education at St. Mary's College of Maryland based upon certain requirements
- Salisbury and Stevenson Universities do not offer a TAM scholarship however financial aid is available for those who qualify



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### Teacher Academy of Maryland

- 18 school systems offer TAM
- 67 high schools have signed up to offer TAM
- 2,104 students are enrolled in the TAM
- In 2015 – Males = 518; Females = 1,691
- 316 students completed the TAM program of study
- Over 74% of TAM completers met USM credit entrance requirements



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### Teacher Academy of Maryland

- 89.91 % of TAM students were enrolled in postsecondary education, employed or in the military, two quarters after graduation
- Over 90% passed the industry-recognized credential, the *ParaPro*



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### **TAM Continuous Improvement**

- Annual meetings of the Statewide Advisory Committee with secondary, postsecondary and other interested individuals as its members
- Review of Local Performance Accountability Data (LPAR) and Program Quality Index (PQI)
- Updates to standards, principles and degree programs on which TAM was based



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## Induction/Mentoring/Coaching—Division of Curriculum, Assessment, and Accountability

### Current

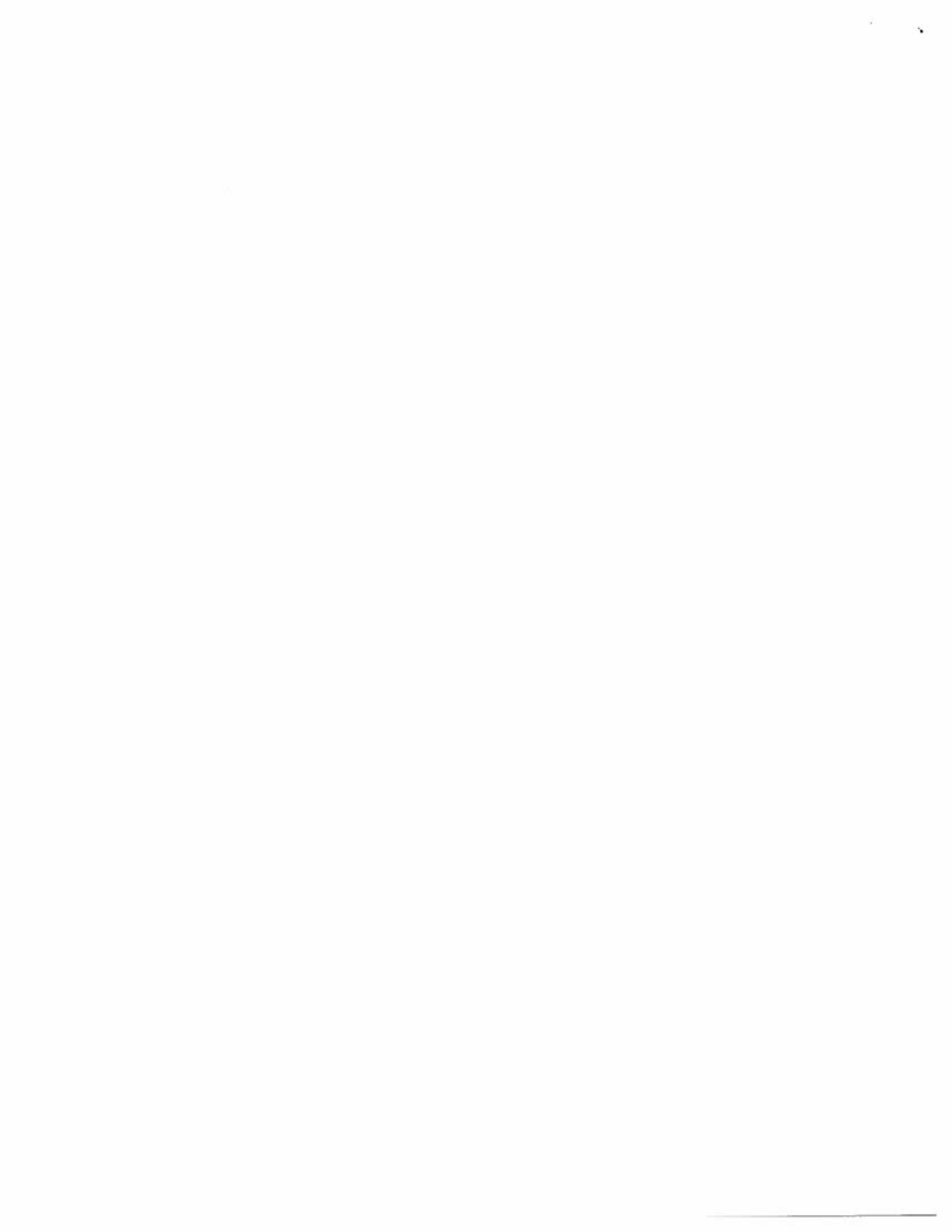
- COMAR 13A.07.01—Comprehensive Teacher Induction Program
- Master Plan—Reporting on High Quality Professional Development and Teacher Induction
- Briefings with LEA Teacher Induction Coordinators, 4 times a year, October, November/December, January/February, April/May
- Partnership with New Teacher Center
- MSDE/New Teacher Center Regional training for New Teacher Coaches/Mentors who are new to the mentor role
- Coaching Collaborative beginning Summer 2016 with school/LEA teams
- In order to build the statewide network of teacher induction coordinators and engage them in the quarterly meetings, the following strategies have been used since 2011:
  - Facilitated relationship-building activities at quarterly meetings
  - Developed coaching partners where Coordinators were paired based on LEA size, location, and demographics for different Action Planning activities at each quarterly meeting
  - Solicited feedback on topics of interest at quarterly meetings
  - Spotlighted excellent strategies/initiatives in different LEAs and asked induction coordinators to present on those topics
  - Involved Coordinators in the development of content for future quarterly meeting topics and presenters
  - Involved Coordinators in NTC partnership

### Historical: 2011-2014 RTTT--Developed a Maryland model to build support for new teachers through an induction program and partnership with New Teacher Center

- Teacher Induction Academies Summer 2011, 2012, 2013, and 2014
  - Designed, implemented, and trained 941 LEA Program Coordinators and new teacher mentors
  - Planned and conducted fall and spring follow-up sessions with Academy participants
- Created and developed a statewide network of LEA teacher induction coordinators and provided follow-up to them through four quarterly meetings per year.
- MSDE site visits to LEAs in 2011, 2012, 2013, and 2014
  - Increased capacity of program leaders to sustain LEA programs, advocate for program needs,
  - Collected and provided data on implementation and effectiveness
- Surveys-- These three sources of survey data were analyzed by LEA and used to provide customized services to each LEA based on their needs.
  - Mentor Survey (Administered by the LEA and then compiled at MSDE): Over 700 mentors participated in the Mentor Survey yearly. All 24 LEAs were represented. Findings included:
    - 60% of mentors teach full-time and mentor
    - 62% of mentors report having between 1-5 non-tenured teachers on their caseloads
    - 100% of mentors report attending professional development offerings specifically designed for mentors



- 100% of mentors report providing supports for new teachers such as collaborative planning time, feedback on instructional practices, time to meet during school hours, and follow-up conversations after observations
  - Induction Coordinator Survey: All 24 LEA Induction Coordinators participated in the annual Induction Coordinator Survey. Findings included:
    - 100% of Coordinators reported the Induction Academies, Follow-up sessions, Site Visits, and Website very or somewhat useful
    - 100% of Coordinators reported interest in continuing collaboration through Quarterly Meetings and regional trainings as possible beyond the life of the grant
  - TELL Survey (This survey was initiated by Governor O'Malley, in 2009 and has been administered in 2009, 2011, 2013 and 2015.): More than 30,000 educators participated in TELL 2015. Of those educators, 1,307 respondents were first year teachers. Findings included:
    - 74% of beginning teachers report having an orientation
    - 75% of beginning teachers report having a formally assigned mentor
    - 73% of beginning teachers report having access to new teacher seminars
    - 74% of beginning teachers report receiving mentor support and reflection at least once a month
    - 77% of beginning teachers report mentoring support has helped
- Evaluations:
  - Summer Induction Academies: Participant ratings of the quality of professional learning provided at the Teacher Induction Summer Academies have been over 90% good or excellent.
  - Follow-up professional development: Participant ratings of the quality of the professional learning provided at the follow-up professional development have been an average of 95% that the content was useful or very useful.
  - Quarterly Meetings: Participant ratings of the quality of professional learning provided at the Quarterly Meetings have been over 95% good or excellent.
- Reports:
  - LEA site visits: Collaborative Assessment Logs (CALs) were completed for all 24 LEAs at each yearly site visit. Through the use of CALs, Coordinators set program goals, identified what was working in their LEAs, areas of challenge, and next steps. This data was also used to provide customized support to each LEA based on their expressed needs and goals.
- Attendance data:
  - Teacher Induction Academy registration and attendance has remained consistent at approximately 230 participants per year.
  - Follow-up professional development registration and attendance has steadily increased with the regional format in 2014-2015, and LEA Induction Coordinator involvement in the content and design has increased over the life of the grant.
  - Regional Attendance in 2014-2015 was 265 participants for the first regional session, 201 for the second regional session, and due to PARCC testing, 159 participants for the third regional session.
  - Quarterly meeting registration and attendance has increased to an average of 20 LEAs (83% attendance) at each meeting.



## High Quality Professional Development

**No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.**

### I. Professional Learning

Please provide your District Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;
2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;
3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;
4. Science, Technology, Engineering and Mathematics (STEM) Standards of Practice;
5. College, Career, and Civic Life (C3) Framework;
6. Teacher and Principal Evaluation (TPE) System; and
7. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

### II. Teacher Induction

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

- A. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include your LEA Action Plans and TELL Survey Data.
- B. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, please indicate the breakdown of your mentors' roles in the district as indicated in the chart below: (1) **FULL-TIME MENTORS**: Mentoring is their full-time job, (2) **PART-TIME MENTORS**: Mentoring is their part-time job, (3) **RETIREES**: Mentoring is done by retirees hired to mentor, and (4) **FULL-TIME TEACHERS**: Teaching is their full-time job and they mentor. *Please complete the chart below:*

Mentor Ratio 2015-2016							
LEA	1 <sup>st</sup> Year Teachers	2 <sup>nd</sup> Year Teachers	3 <sup>rd</sup> Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # Mentors	Mentor to Teacher Ratio
County						#Full-Time Mentors: _____ #Part-Time Mentors: _____ #Retirees: _____ #Full-Time Teachers: _____ <b>TOTAL:</b> _____	1: _____ Ratio

- C. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.



**COLLABORATIVE CULTURE**

**DEVELOP**

**SUPPORT**

**COLLABORATE**

**PROVIDE  
FEEDBACK**

**PEER COACHING**

**SET  
GOALS**

**REFLECT**

**ENCOURAGE**

**FAME**

**SCHOOL IMPROVEMENT  
PLAN GOALS**

**NATIONAL BOARD  
CERTIFICATION**

**STUDENT LEARNING  
OBJECTIVES**

**NEW TEACHER  
MENTORING**





# Causes for Separation

## Cause of Separation

- 10 Death
- 20 Retirement

## Dropped

- 31 For provisional or substandard certificate
- 32 For failure to attend summer school
- 33 For inefficiency/ineffectiveness
- 34 For immorality, misconduct, insubordination, willful neglect of duty
- 35 For decrease in enrollment or elimination of school by consolidation
- 36 For rejection by Medical Board
- 37 For being employed only as substitute
- 38 For reduction in force
- 39 For resignation before non-renewal recommendation

## Work in (education)

- 41 Another country
- 42 Another state
- 43 Another local unit or the Maryland State Department of Education
- 44 A Maryland institution of higher education
- 45 A nonpublic school
- 46 Other type of position in the same local unit

## Work in (other than education)

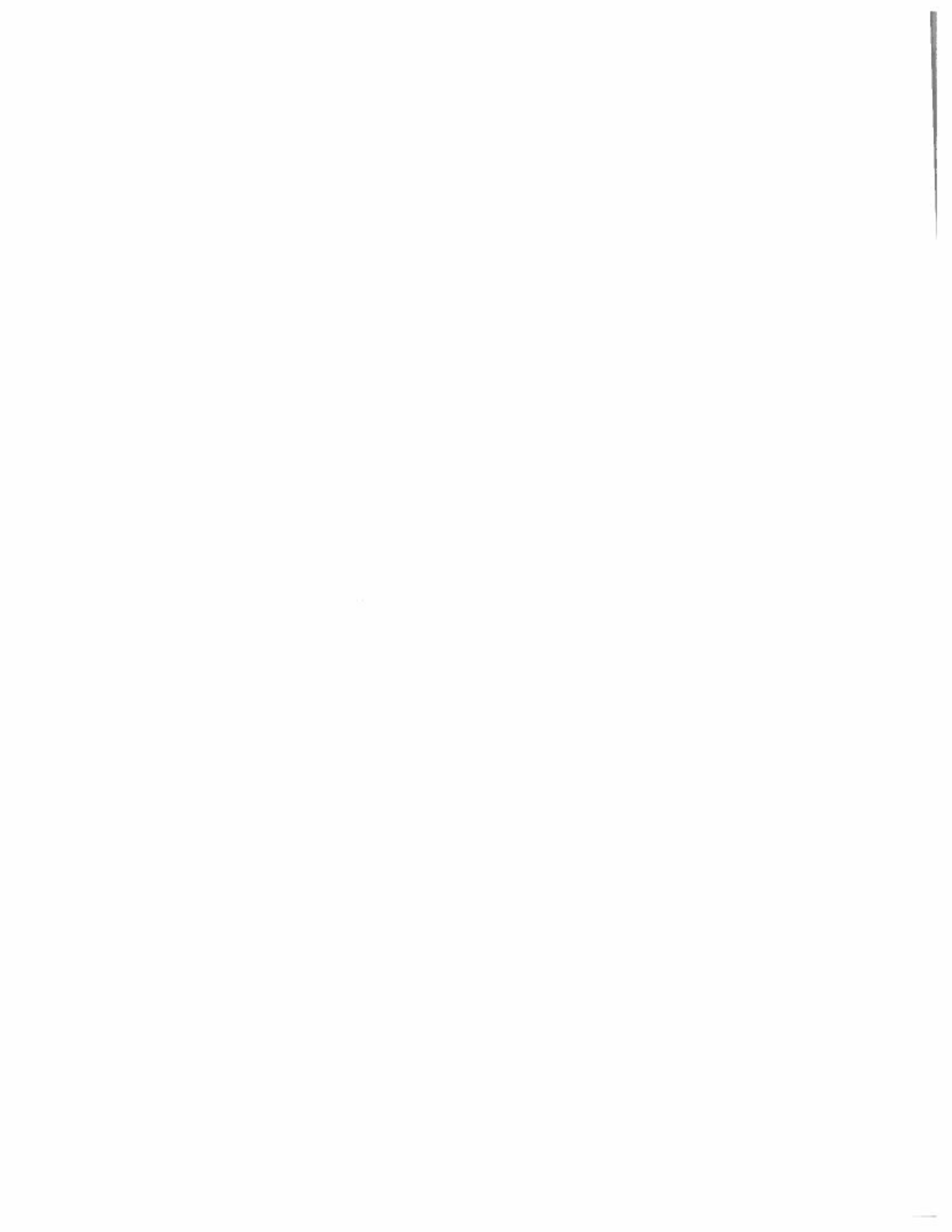
- 51 Government services
- 52 Business
- 53 Defense work
- 54 Armed services

## Other Voluntary Resignation

- 61 Study
- 62 Move
- 63 Marriage
- 64 Maternity
- 65 Home responsibility
- 66 Personal illness
- 67 Dissatisfied with teaching
- 68 Other
- 69 Cause unknown

## Leave of Absence

- 71 For study
- 72 For illness
- 73 For maternity
- 74 Armed services
- 75 Other reasons



# States Impacted by CAEP not Being Recognized by the US Department of Education

Provided by Elizabeth Vilkey, Senior Director of State and Member Relations, CAEP

<p><b>Ohio</b></p>	<p>NOTE: The most recent Ohio administrative rules, related to accreditation, I have are below. Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives would know if these have been updated at all:</p> <p>A. Authority</p> <p>This rule is adopted under authority conferred upon the chancellor of higher education by section 3333.048 of the Revised Code.</p> <p>B. Definitions</p> <p>a. "Institution of higher education" means any state-assisted institution of higher education as defined by section 3345.011 of the Revised Code as well as any institution as defined by section 1713.01 of the Revised Code.</p> <p>C. General</p> <p>a. An institution of higher education desiring to prepare individuals for Ohio teacher and other school personnel licensure in grades prekindergarten through twelve shall request approval from the Chancellor to offer a program leading to a specific type of license. This requirement includes programs leading to an endorsement to an Ohio educator license, as designated by the State Board of Education pursuant to section 3319.22 of the Revised Code. The determination of the Chancellor to approve an institution of higher education to offer an educator preparation program shall be based on the following:</p> <ul style="list-style-type: none"> <li>i. Evidence of meeting the standards of a national educator preparation accrediting agency recognized by the U.S. Department of Education;</li> <li>ii. Consideration of the performance of graduates as demonstrated by the statewide educator preparation program metrics as provided in paragraph (C) of this rule;</li> <li>iii. Chancellor requirements for curriculum, clinical experiences, faculty qualifications, and faculty development as outlined in the Ohio department of higher education's manual, titled "Guidelines and Procedures for Academic Program Review"</li> <li>iv. The manual is available on the Chancellor's website.</li> <li>v. Prior to initial publication (which occurred prior to the adoption of this rule) and any revision, the Chancellor shall post the proposed manual or revision on the agency website for a two-week public comment period. The Chancellor shall take reasonable steps to announce the posting to interested parties. At the conclusion of the two-week public comment period, the Chancellor shall issue a directive formally adopting the manual or revision thereto.</li> </ul>
<p><b>Hawaii</b></p>	<p>Hawaii's administrative rules that require EPPs to be accredited by a body recognized by the United States Department of Education.</p>

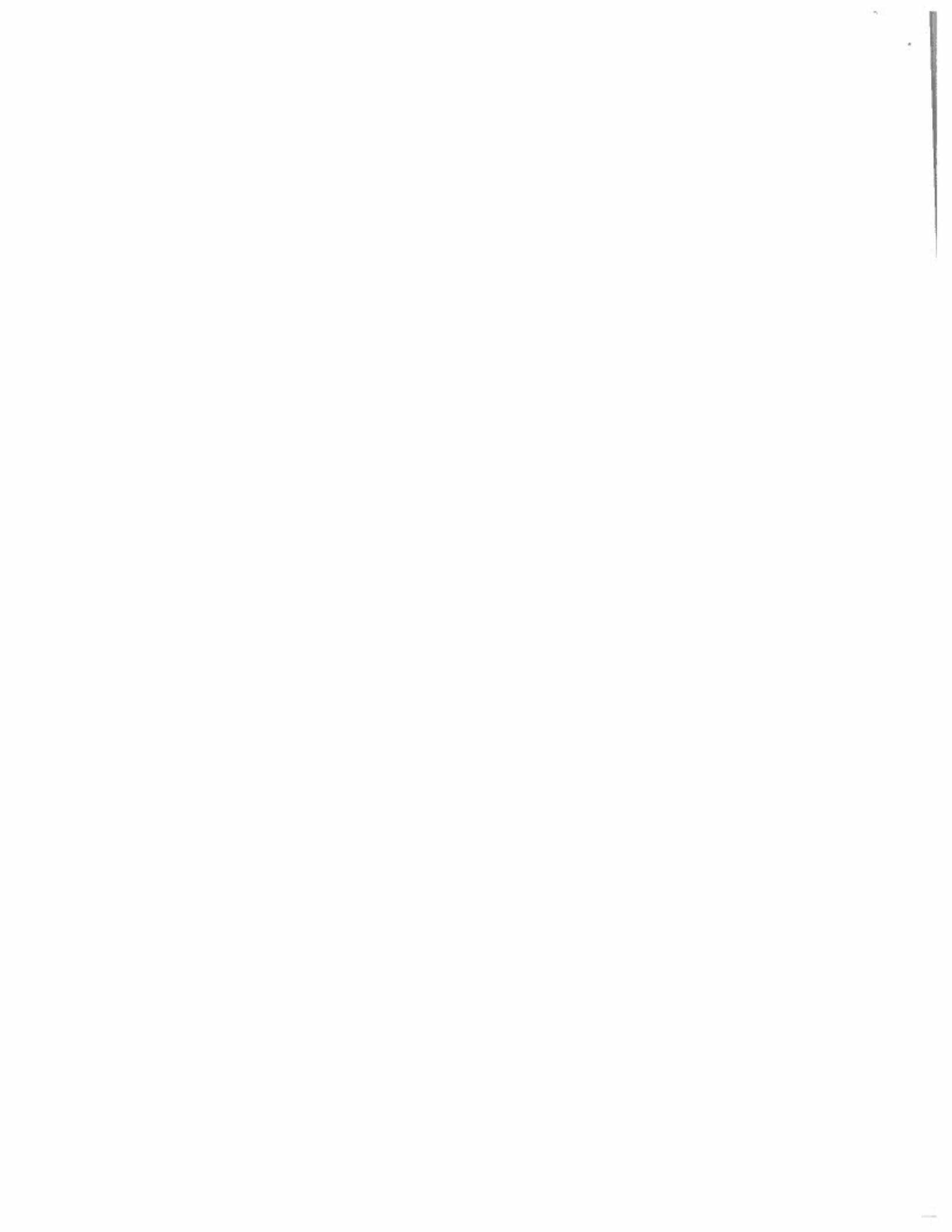
## Maine

In lieu of the state process, EPPs may go through the CAEP accreditation process. The state accepts this if:

The applicant (EPP) is accredited by another national accrediting agency that is recognized by the U. S. Department of Education and whose standards have been approved by the State Board of Education. The method of State participation includes the following: A joint visitation by State representatives and the accrediting authority will provide the basis for decisions of both state program approval and national accreditation. This process will result in a recommendation to the State Board and a report to the accrediting authority. (Chapter 114)

NOTE: National Accreditation is not required in Maine. Maine has its own state process to review Education Preparation Providers. Maine allows EPPs to either go through the state process or CAEP. Therefore, only one Maine EPP will have a visit in the period between now and when CAEP could potentially gain recognition by the United States Department of Education.

# California



# COMMISSION ON TEACHER CREDENTIALING

[Home](#) » [Program Sponsors](#) » **Standards: Common and Program**

## **Standards: Common and Program**

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence.

For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards:

### **Preconditions**

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standard document.

### **Common Standards**

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

### **Educator Preparation Program Standards**

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.

**National Professional Organization Accreditation: Alignment with the California Accreditation System**  
Procedures for institutions to combine national accreditation with California's accreditation system.

## **SUBJECT MATTER PROGRAM STANDARDS for Teaching Credentials**

Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. In California, subject matter preparation programs for prospective teachers must meet state preparation standards set by the Commission which are aligned with K-12 content standards. These programs of higher education may be associated with degrees or majors in the subjects; however, the Commission does not govern degree programs. To satisfy the subject matter requirement for the single subject credential, candidates may complete a Commission-approved subject matter preparation program or pass a Commission-approved examination. To satisfy the subject matter requirement for the multiple subject credential, candidates must pass the Commission-adopted examination.

### **California Teaching Performance Expectations (TPEs) [PDF]**

The California Teaching Performance Expectations are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments.

### **California Standards for the Teaching Profession (CSTP) [PDF]**

The *California Standards for the Teaching Profession* (CSTP) were jointly developed by the Commission on Teacher Credentialing (Commission) and the California Department of Education (CDE). These standards, which set forth the expectations for current classroom teachers, were adopted by the Commission and approved by the Superintendent of Public Instruction in October 2009.

## **CPSEL Companion Booklet: California Professional Standards for Education Leaders 2014**

[PDF]

The CPSEL are the standards against which clear credential candidates are measured to indicate sufficient mastery of the clear induction program content. A full copy of the standards, their elements and sample indicators can be found [here](#).

### **Content Standards (K-12), Curriculum guidelines for K-12 subjects, and State Board adopted K-8 instructional materials.**

Available at the [California Department of Education Website](#)

### **Prior Standards for Educator Preparation Programs**

Note: These standards are no longer in effect. When new standards are developed, previous standards continue through a transitional "sunset" period. During the sunset period candidates can be accepted to a program which meets the new standards or the previous standards. However, once a new program has been approved, an institution may not admit new candidates to the old program. At the end of the sunset period, no new candidates can be admitted to programs approved under a previous set of standards. Those programs must reapply to meet the newly adopted standards. The standards under which the Commission has approved any program govern the candidates' requirements for obtaining a credential. Link to the previous standards for educator preparation.

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# COMMISSION ON TEACHER CREDENTIALING

[Home](#) → [Program Sponsors](#) → [Accreditation](#) → [Alignment with the California Accreditation System](#)

## National Professional Organization Accreditation: Alignment with the California Accreditation System

Education Code 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. But this ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework*.

Section 7B of the *Accreditation Framework* provides the following language related to national accreditation of a credential program.

### B. National Accreditation of a Credential Program

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.
2. The accreditation team represents ethnic and gender diversity.
3. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.
4. The period of accreditation is consistent with a seven-year cycle and is compatible with the accreditation activities established by the state.
5. Nationally accredited credential programs participate in the unit accreditation process. The national accreditation of the program serves in lieu of the state's Program Assessment process.

There are two steps in the process to 'substitute' a National Professional accreditation for some part of the California accreditation process:"

**Alignment of Standards**—The first step in utilizing a National Professional organization's accreditation in lieu of California's accreditation procedures is to complete an alignment study of the adopted California standards with the National Professional organization's standards. The table below lists the National Professional organizations for which the standards alignment has been completed or is in progress. If an institution or program sponsor is interested in working with an organization that is not listed, the process may be initiated by [submitting this request](#) [MS Word] At the April 2009 Committee on Accreditation meeting, the COA adopted alignment matrices for two types of Pupil Personnel Services educator preparation programs: school psychologists and school counselors. Please consult the alignment matrices in the table on this page. For more information on using National Standards for pupil personnel services programs in the Commission's accreditation system, please contact Dr. Katie Croy [kcroy@ctc.ca.gov](mailto:kcroy@ctc.ca.gov).

**Alignment of Professional Organization's Accreditation Activities** -The second step in utilizing a National Professional organization's accreditation process is to conduct a study of the accreditation activities utilized by the professional accrediting organization. Once the study of the accreditation activities has been completed, the Committee on Accreditation (COA) will make a determination of which, if any, of California's accreditation procedures may be waived or amended due to the organization's accreditation procedures.

**Biennial Reports**—interim reporting required by the organization may be utilized for some or all of the Biennial Reports, if the COA has determined that the interim reporting required by the National Professional organization address the critical aspects of California's Biennial Reports.

**Program Assessment**—Professional accreditation of a educator preparation program may stand in lieu of the Commission's Program Assessment process, if the COA has determined that the procedures address the critical aspects of California's Program Assessment process.

**Site Visit**—The Commission will be involved in site visits designed to assess the institution or program sponsor's institutional

capacity to offer educator preparation programs. These visits may be "joint visits" if the National Professional organization's accreditation procedures support this type of collaboration.

The table below lists the National Professional organizations with which the Commission has begun or completed alignment activities:

National Accrediting Organization	Standards Alignment Matrix	Accreditation Activity Protocol
National Council for Accreditation of Teacher Education (NCATE)  <u><a href="#">Guide to CAEP Accreditation: Continuous Improvement Pathway</a></u>	<u><a href="#">NCATE Standards Alignment Matrix</a></u> [MS Word]	<u><a href="#">NCATE Protocol</a></u> [MS Word]  <u><a href="#">TEAC Agreement</a></u> [MS Word]
Council on Social Work Education Educational Policy Standards and Accreditation Standards (CSWE-EPAS)	<u><a href="#">Council on Social Work Education Educational Policy Standards and Accreditation Standards and CTC School Social Work</a></u> (Adopted June 2013)	Not Yet Available
American-Speech-Language-Hearing Association (ASHA)	<u><a href="#">ASHA Standards Alignment Matrix</a></u> [MS Word]	Not Yet Available
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	<u><a href="#">Council for Accreditation of Counseling and CACREP Standards Alignment Matrix</a></u> [MS Word]	Not Yet Available
National Association of School Psychologists (NASP)	<u><a href="#">NASP Standards Alignment Matrix</a></u> [PDF] (Updated April 2014)	Not Yet Available

An institution or program sponsor approved to offer educator preparation in California may elect to be accredited by NCATE in addition to CTC accreditation. The Commission's accreditation procedures are designed to align with much of NCATE's accreditation process. Please review the state protocol and the standards crosswalk. For more information, please contact Cheryl Hickey, [chickey@ctc.ca.gov](mailto:chickey@ctc.ca.gov).

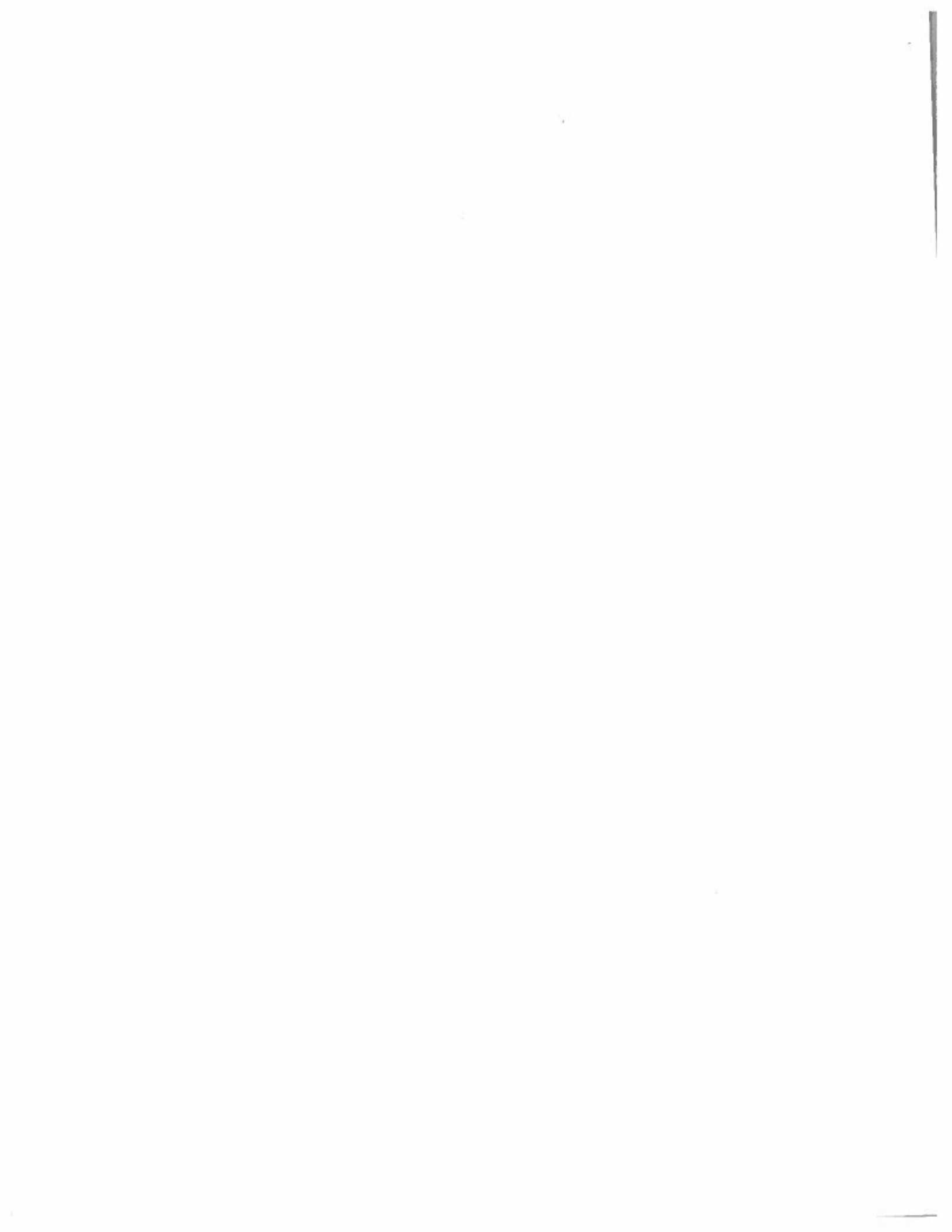
For more information on using either the NASP or CACREP standards for an accreditation activity in California, please contact Dr. Katie Croy, [kcroyr@ctc.ca.gov](mailto:kcroyr@ctc.ca.gov).

For more information on using the ASHA standards for an accreditation activity in California, please contact Teri Clark, [tclark@ctc.ca.gov](mailto:tclark@ctc.ca.gov).

Updated May 21, 2014

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**D.C.**




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Mayor Muriel Bowser

## Office of the State Superintendent of Education

### Office of the State Superintendent of Education



#### Office Hours

Monday to Friday, 8:30 a.m.-5 p.m.

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810 1st Street NE, Ninth Floor, Washington, DC 20002

Phone: (202) 727-6436

TTY: 711

Email: [osse@dc.gov](mailto:osse@dc.gov)



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## Educator Preparation Program Approval and Accreditation

State program approval and accreditation assures the public that the District of Columbia Office of the State Superintendent of Education (OSSE) has examined the quality of programs that prepare teachers and other school personnel for District of Columbia's classrooms, and has made a determination that the programs meet state standards for entry into the profession. Pursuant to DCMR Title 5 1601.11:

The State Superintendent of Education shall develop policies or directives setting forth objective and verifiable standards for the approval, renewal, and revocation of approval by the OSSE of teacher preparation and practicing teacher programs in the District of Columbia that qualify candidates to earn a Regular Teaching Credential pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter and for purposes of interstate reciprocity.

(a) Only programs sponsored by an accredited institution of higher education, a non-profit organization, or LEA may be considered for approval pursuant to this subsection by the OSSE.

(b) Any approval granted by the OSSE pursuant to this subsection, shall specify the objective and verifiable standards that must be successfully completed to qualify a candidate for the Regular Teaching Credential

pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter.

(c) Any such programs in existence as of the date of the final approval of this regulation, shall maintain their qualified status pursuant to this subsection, for the duration of the term of their current approval as a qualified program. Programs approved by other states and recognized by the OSSE may also qualify candidates to earn a Regular II Teaching Credential.

(d) Each application for the approval of a teacher preparation or practicing teacher program located in the District of Columbia under this Section shall at a minimum include industry recognized standards in child development, classroom management, and content knowledge.

The goal of OSSE's accreditation and program approval system is to ensure a steady flow of high-quality candidates for teaching and administrator positions in the District of Columbia by allowing multiple routes for educator preparation. The District of Columbia's standards for State-accreditation and approval of programs insist on high selectivity and high standards for teacher, administrator, and service provider candidates.

### **Pathways to State Accreditation and Program Approval**

There are two pathways for accreditation of Professional Education Units in the District of Columbia:

**Accreditation Pathway I - State/National Council for the Accreditation of Teacher Education (NCATE) Accreditation and Program Approval**

This option applies to educator preparation programs operating within colleges/universities where candidates for educator licensure often complete a full preparation program prior to serving as a teacher or administrator of record, and/or earn an undergraduate or graduate degree upon program completion. Non-degree granting organizations may also apply for state/NCATE accreditation.

**Accreditation Pathway II - State-Only Non-Degree Post-Baccalaureate Accreditation and Program Approval**

This option is intended for institutions, agencies, and organizations that solely prepare post-baccalaureate, teacher and administrator candidates for roles in District of Columbia schools. Prior to being admitted into this type of program, candidates must demonstrate proficiency in the subject area for which they are seeking DC licensure.

### **More about DC State Accreditation and Program Approval**

#### **District of Columbia Educator Preparation Profiles**

Spring 2013 DC State-Approved Educator Preparation Programs [PDF]

DC/NCATE Partnership Protocol for Colleges and Universities seeking Joint DC/NCATE Accreditation [PDF]

For more information about DC State Accreditation and Program Approval, contact:

Orman Feres  
State Accreditation Coordinator

Office of the State Superintendent of Education  
810 First Street, NE – 5th Floor  
Washington, DC 20002

Office: (202) 741-5218

Email: [orman.feres@dc.gov](mailto:orman.feres@dc.gov)

**Contact Email:** [orman.feres@dc.gov](mailto:orman.feres@dc.gov)

**Contact TTY:** 711

## One-Stop Education Resource



Find out what your kids are learning, data on local schools and services to support young children.

- [LearnDC](#)

### Resources

[District News](#)



[District Initiatives](#)



[About DC](#)



[Contact Us](#)



### Additional Resources

[DC Department of Education](#)

[DC Office of State Superintendent of Education](#)

August 11, 2016





**Oregon**



## Teacher Standards and Practices Commission

### Department

What is CAEP?

### Home

CAEP is the Council for Accreditation of Educator Programs.

### About Us

2015's [Senate Bill 78](#) required that Oregon's educator preparation programs (EPPs) be accredited by a national organization by July 1, 2022.

### Commission

### Educator Look Up

### Contact Us

In 2009, there were two accreditation bodies: National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC). The NCATE and TEAC boards, in 2010, accepted a [Design Team Report](#), which recommended the formation of a new accrediting body: CAEP. In 2012, the [Commission on Standards and Performance Reporting](#) convened to develop the next generation of EPP accreditation standards and performance measures.

### Online Access

eLicensing portal

General | Set-Up Info.

Colleges | Universities

Educators

Schools | Districts | ESDs

Testing

CAEP became fully operational as the sole accrediting body for EPPs on July 1, 2013, and the CAEP Board of Directors approved the current accreditation standards in August of that year. In 2014, CAEP was recognized by the Council for Higher Education Accreditation (CHEA).

CAEP is a professional accreditor because it reviews departments, schools, and colleges that prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they learn.

### Licensing

eLicensing portal & Instructions

PDU: Continuing and Advanced

FAQ

Fees

Fingerprinting

Forms and Instructions

License Guide

First License: Requirements

First License: Supporting Documents

Out-of-State Applicants

Redesign

Renewal: Requirements

Renewal: Supporting Documents

School Districts & ESDs

Teacher Education Programs

Testing

### Educator Preparation Programs (EPPs)

Program Approval

Oregon edTPA

Educator Programs documents

CAEP - Oregon

### Frequently Asked Questions

#### CAEP Accreditation:

**Q. What is accreditation?**

**A. Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. To maintain accreditation, the institution or program must undergo a similar review on a regular basis. In Oregon, that typically is every seven years.**

**Q. Who needs to apply for accreditation?**

**A. EPPs not currently accredited by NCATE or TAEC need to apply to participate in the CAEP accreditation process. EPPs accredited by NCATE or CAEP do NOT need to complete an application to CAEP.**

**Q. What do NCATE, TEAC, or CAEP accredited institutions need to do?**

**A. It is recommended you confirm your place in the CAEP schedule at least two years prior to the end of the current accreditation term. You should also continue to complete annual reports, update information in AIMS, and maintain contact with CAEP staff.**

**Q. What is involved in the accreditation process?**

**A. EPPs seeking accreditation for the first time complete a two-phase application process.**

- **Candidacy for accreditation status** is the appropriate starting point for EPPs that opt to enter the accreditation process in order to ensure they are better prepared to address all of CAEP's standards successfully in their accreditation bid *within five years*.
- **Accreditation eligibility status** is for EPPs that judge themselves to be ready to engage directly in the accreditation review and are confident they will have sufficient evidence of meeting all five CAEP standards *within two years*.

#### Advanced Level Programs:

**Q. Since advanced level programs are being phased in, how do I know when to start including advanced level programs?**

**A. Self-study reports that are due before September 1, 2017, do not need to include advanced-level programs. All self-study reports due after September 1, 2017, need to include advanced-level programs.**

### CAEP Resources

[CAEP Home Page](#)

CAEP - National

Accreditation

Accreditation Resources

Accreditation Handbook

Assessment Rubric (pdf)

Evidence Guide (pdf)

Applying to CAEP

Phase I Application Guide

Phase II Application Guide

Self-Assessment Checklist

CAEP Application

Assessment Rubric (pdf)

CAEPCon: Presentations from the 2016 Spring CAEP Conference

Oregon / CAEP Partnership Agreement

Phasing in Accreditation Evidence (pdf)

Program Review

Site Visit information

- CAEP Evaluation Rubric for Visitor Teams -- March 2016 (PDF)

Standards

One-Pager (pdf)

Standard 1 webinar (recorded February 23, 2016)

Standard 2 webinar (recorded February 25, 2016)

Standard 3 webinar (recorded March 29, 2016)

FAQs

Standard 4

CAEP guidance memo (pdf)

FAQs

Standard 4 webinar (April 25, 2016, 5 p.m. EDT)

Standard 5 webinar (May 26, 2016, 5 p.m. EDT)

Webinar library

**Professional Practices/Discipline**

Complaint Forms (Reports of Misconduct)

Educator Sanction List

Ethical Educator Brochure

Media Contact

OAR Division 20

**Reference Materials**

Rules & Statutes

News Releases

Online Services

Publications

**OREGON.GOV**

State Directories

Agencies A to Z

Oregon Administrative Rules

Oregon Revised Statutes

Oregon - an Equal Opportunity Employer

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**PDF FILE ACCESSIBILITY**

Adobe Reader, or equivalent, is required to view PDF files. Click the "Get Adobe Reader" image to get a free download of the reader from Adobe.



**Enrolled**  
**Senate Bill 78**

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and Workforce Development)

CHAPTER .....

**AN ACT**

Relating to teacher education; creating new provisions; amending ORS 342.147; and declaring an emergency.

**Be It Enacted by the People of the State of Oregon:**

**SECTION 1.** ORS 342.147, as amended by sections 14, 41 and 42, chapter \_\_\_\_, Oregon Laws 2015 (Enrolled House Bill 2411), is amended to read:

342.147. (1)(a) The Teacher Standards and Practices Commission shall establish by rule standards for approval of educator preparation providers and educator preparation programs.

(b) Standards for approval of an educator preparation program must include:

(A) Requiring an educator preparation program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures; and

(B) Approving a public educator preparation program of more than four years' duration only if educator preparation programs that are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies their graduates for entry-level teaching licenses.

[(b)] (c) Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia.

(2) The commission shall adopt rules that:

(a) Require approved educator preparation programs to demonstrate that candidates enrolled in the programs receive training to provide instruction that enables students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade, as designated by the State Board of Education. For the purposes of this paragraph:

(A) An approved educator preparation program may make the demonstration through course curriculum, approved textbooks or other program requirements.

(B) An approved educator preparation program that is unable to make the demonstration shall develop a plan to meet the requirement within one year and shall report to the commission on the progress of implementing that plan.

(b) Allow approved educator preparation programs leading to graduate degrees to commence prior to the candidate's completion of baccalaureate degree requirements and to combine undergraduate and graduate level course work in achieving program completion.

(3) Whenever any educator preparation provider or educator preparation program is denied approved status or has such status withdrawn, the denial or withdrawal must be treated as a contested case under ORS chapter 183.

(4) Nothing in this section is intended to grant to the Teacher Standards and Practices Commission any authority relating to granting degrees or establishing degree requirements that are within the authority of the State Board of Higher Education, the Higher Education Coordinating Commission or any of the public universities listed in ORS 352.002, or that are within the authority of the governing board of any private institution of higher education.

**SECTION 2.** The amendments to ORS 342.147 by section 1 of this 2015 Act become operative on July 1, 2022.

**SECTION 3.** Section 4 of this 2015 Act is added to and made a part of ORS chapter 342.

**SECTION 4.** (1) The Teacher Education Program Accreditation Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Teacher Education Program Accreditation Account shall be accredited to the account.

(2) Moneys in the Teacher Education Program Accreditation Account are continuously appropriated to the Teacher Standards and Practices Commission to award grants to teacher education programs for the purpose of having the programs accredited by the organization described in ORS 342.147 (1)(b)(A), as amended by section 1 of this 2015 Act.

**SECTION 5.** (1) The Teacher Education Program Accreditation Account established by section 4 of this 2015 Act is abolished on July 1, 2022.

(2) Any moneys remaining in the account on July 1, 2022, that are unexpended, unobligated and not subject to any conditions shall be transferred to the General Fund on July 1, 2022.

**SECTION 6.** In addition to and not in lieu of any other appropriation, there is appropriated to the Teacher Standards and Practices Commission, for the biennium beginning July 1, 2015, out of the General Fund, the amount of \$200,000, which shall be transferred to the Teacher Education Program Accreditation Account established in section 4 of this 2015 Act.

**SECTION 7.** Notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 1, chapter 602, Oregon Laws 2015 (Enrolled Senate Bill 5538), for the biennium beginning July 1, 2015, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by the Teacher Standards and Practices Commission, is increased by \$83,643 for the purpose of carrying out the provisions of ORS 342.147, as amended by section 1 of this 2015 Act.

**SECTION 8.** If Senate Bill 80 becomes law, section 1 of this 2015 Act (amending ORS 342.147) is repealed and ORS 342.147, as amended by sections 14, 41 and 42, chapter \_\_\_, Oregon Laws 2015 (Enrolled House Bill 2411), and sections 106, 236, 238 and 239, chapter \_\_\_, Oregon Laws 2015 (Enrolled Senate Bill 80), is amended to read:

342.147. (1)(a) The Teacher Standards and Practices Commission shall establish by rule standards for approval of educator preparation providers and educator preparation programs.

(b) Standards for approval of an educator preparation program must include:

(A) Requiring an educator preparation program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures; and

(B) Approving a public educator preparation program of more than four years' duration only if educator preparation programs that are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies their graduates for entry-level teaching licenses.

[(b)] (c) Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia.

(2) The commission shall adopt rules that:

(a) Require approved educator preparation programs to demonstrate that candidates enrolled in the programs receive training to provide instruction that enables students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade, as designated by the State Board of Education. For the purposes of this paragraph:

(A) An approved educator preparation program may make the demonstration through course curriculum, approved textbooks or other program requirements.

(B) An approved educator preparation program that is unable to make the demonstration shall develop a plan to meet the requirement within one year and shall report to the commission on the progress of implementing that plan.

(b) Allow approved educator preparation programs leading to graduate degrees to commence prior to the candidate's completion of baccalaureate degree requirements and to combine undergraduate and graduate level course work in achieving program completion.

(3) Whenever any educator preparation provider or educator preparation program is denied approved status or has such status withdrawn, the denial or withdrawal must be treated as a contested case under ORS chapter 183.

(4) Nothing in this section is intended to grant to the Teacher Standards and Practices Commission any authority relating to granting degrees or establishing degree requirements that are within the authority of the Higher Education Coordinating Commission or any of the public universities listed in ORS 352.002, or that are within the authority of the governing board of any private institution of higher education.

**SECTION 9.** If Senate Bill 80 becomes law, section 2 of this 2015 Act is amended to read:

**Sec. 2.** The amendments to ORS 342.147 by section [I] 8 of this 2015 Act become operative on July 1, 2022.

**SECTION 10.** If Senate Bill 80 becomes law, section 4 of this 2015 Act is amended to read:

**Sec. 4.** (1) The Teacher Education Program Accreditation Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Teacher Education Program Accreditation Account shall be accredited to the account.

(2) Moneys in the Teacher Education Program Accreditation Account are continuously appropriated to the Teacher Standards and Practices Commission to award grants to teacher education programs for the purpose of having the programs accredited by the organization described in ORS 342.147 (1)(b)(A), as amended by section [I] 8 of this 2015 Act.

**SECTION 11.** If Senate Bill 80 becomes law, section 7 of this 2015 Act is amended to read:

**Sec. 7.** Notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 1, chapter 602, Oregon Laws 2015 (Enrolled Senate Bill 5538), for the biennium beginning July 1, 2015, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by the Teacher Standards and Practices Commission, is increased by \$83,643 for the purpose of carrying out the provisions of ORS 342.147, as amended by section [I] 8 of this 2015 Act.

**SECTION 12.** This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect on its passage.

**Passed by Senate June 29, 2015**

**Repassed by Senate July 3, 2015**

.....  
Lori L. Brocker, Secretary of Senate

.....  
Peter Courtney, President of Senate

**Passed by House July 2, 2015**

.....  
Tina Kotek, Speaker of House

**Received by Governor:**

.....M., 2015

**Approved:**

.....M., 2015

.....  
Kate Brown, Governor

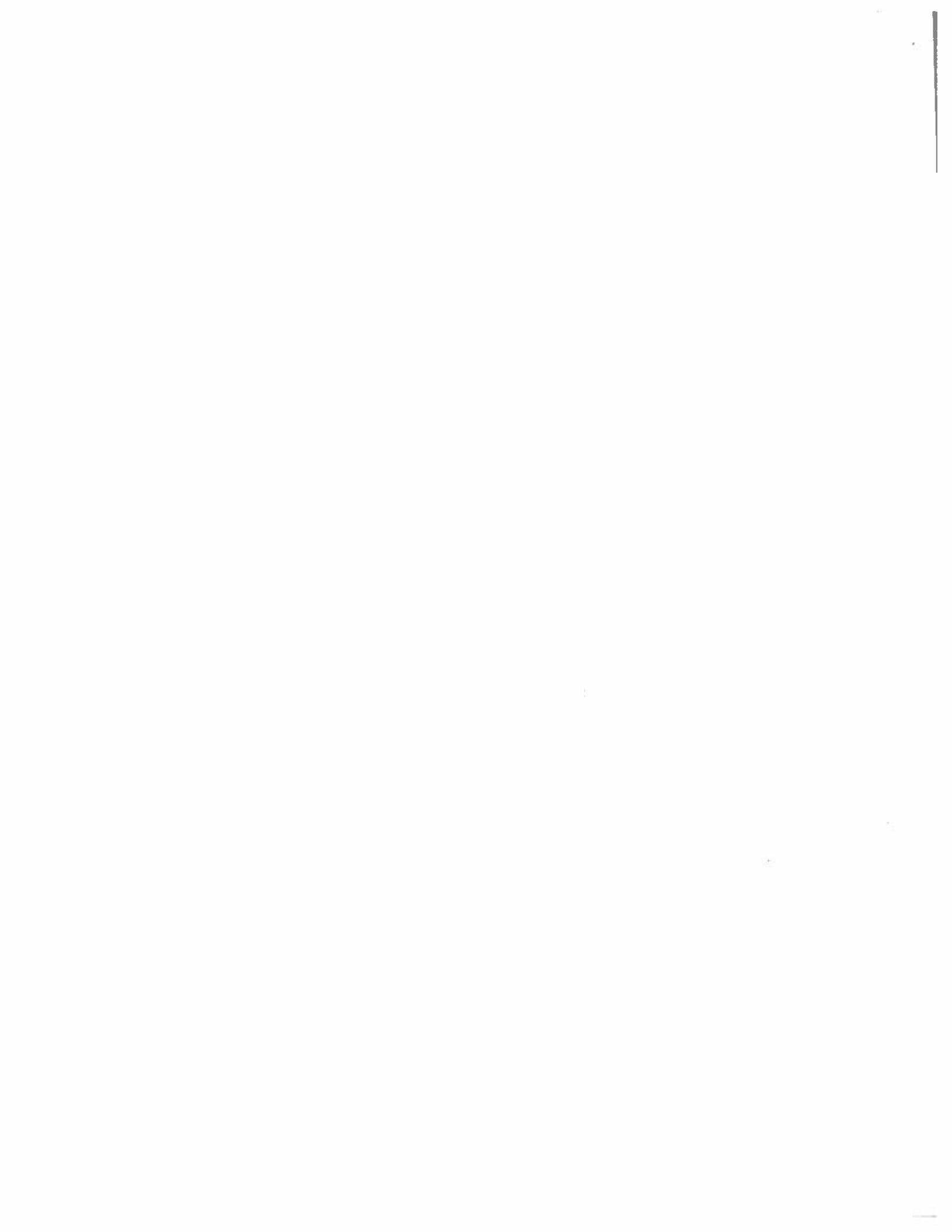
**Filed in Office of Secretary of State:**

.....M., 2015

.....  
Jeanne P. Atkins, Secretary of State



# South Dakota






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## PUBLICATIONS

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# Teacher Education Programs

[Application for Program Approval](#)  
[Approved SD Programs](#)

The Teacher Education Program assures that K-12 educators are well prepared and qualified to serve South Dakota schools. Rules adopted by the South Dakota Board of Education establish standards that educators must meet to be recommended for certification; the rules also provide the standards for postsecondary institutions' teacher preparation programs.

Any institution seeking to recommend candidates for certification must have its programs approved by the State Board of Education. The Department of Education reviews the courses and experiences an institution requires candidates to complete and recommends approval to the state board on a seven-year cycle. In addition, the institutions must also be accredited by a regional accrediting agency or by the National Council for Accreditation of Teacher Education (NCATE).

## Unit Review

[Unit and Program Review Booklet](#)

A unit review looks at the education program's commitment to overall preparation of teacher candidates. This could include the unit's teacher education program admission, mission, conceptual framework, assessment system, and field experience policies and procedures.

Institutions that seek NCATE accreditation have a review team selected by NCATE's Board of Examiners, in addition to a State Board of Examiners team selected jointly by the institution and the Department of Education. At an onsite visit, the NCATE Board of Examiners uses NCATE and State standards to review

the teacher education unit with the assistance of the State Board of Examiners.

Non-NCATE institutions are visited by a State Board of Examiners team only and are reviewed according solely to South Dakota Administrative Rule.

### Members of the State team may include:

- practitioners and administrators from elementary and secondary schools,
- faculty from higher education and appropriate Department of Education representatives,
- observers from the South Dakota Education Association, Associated School Boards of South Dakota, School Administrators of South Dakota, the South Dakota Board of Education and the South Dakota Board of Regents.

Team members must validate the accuracy of the institutional self-study by examining documents and conducting interviews. This validation process helps determine if each standard is Met or Not Met.

## Program Review

The institution's teacher preparation programs are reviewed prior to the onsite visit by a team of trained program reviewers. The reviewers may include:

- practitioners and administrators from elementary and secondary schools; and,
- faculty from higher education and appropriate Department of Education representatives

Although the program reviewers do not join the Board of Examiners team at the onsite visit, the reviewers may request the members of the State Board of Examiners team investigate any outstanding concerns that the reviewer may have noted from their initial program review.

### Program Review Templates

7-12 Agriculture

K-12 Art (NASAD)

Early Child

7-12 Marketing

K-12 Curriculum Director

SPED

SPED Blended

K-12 World Language

K-12 PE

7-12 Industrial Technology

7-12 Mass Comm/Journalism

7-12 Math

K-12 Music Education

K-12 Art (NAEA)

Birth-Preschool

7-12 Business

7-12 Career and Technical

7-12 Drama/Theater

K-8 Elementary

7-12 Family/ Consumer Sciences

K-12 Health

K-12 South Dakota Indian Studies

7-12 English/Language Arts

7-12 Speech/Debate

Com Math/Science

PK-12, PK-8, or 7-12 Principals

K-12 Reading Specialists

PK-12 School Library Media

School Psychologists

Counselor

7-12 Science Education

7-12 Social Studies Education

PK-12 Career Superintendents

K-12 Computer Science

## Teacher Education Programs

### **Augustana University**

Laurie Daily, Education Department Chair, 605-274-5211

Monica Soukup, Certification Official, 605-274-4632

### **Black Hills State University**

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Micheline Nelson, Certification Official, 605-642-6077

April Meeker, Records Official, 605-642-6567

### **Dakota State University**

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Crystal Pauli, Certification Official, 605-256-7331

Sandy Anderson, Registrar, 605-256-5144

### **Dakota Wesleyan University**

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Karen Knoell, Records Official, 605-995-2647

### **Mount Marty College**

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### **Northern State University**

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### **Presentation College**

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### **Oglala Lakota College**

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Cindy Iron Cloud, Registrar's Office, 605-455-6032

### **Sinte Gleska University**

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Jack Herman, Records Official, 605-856-8100 Ext. 8476

**Sisseton Wahpeton College**

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Teresa Telkamp, Certification Official, 605-688-5039

**University of Sioux Falls**

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Registrar, 605-331-6732

**University of South Dakota**

Donald Easton-Brooks, Dean, 605-677-5437

Donna Tucker, Certification Official, 605-677-5611

**Contact**

For any questions contact Steve Fiechtner at 605-773-4774. [Click here for the Administrative Rules.](#)

**Top Topics**

- Birth to 3
- College Readiness
- Coursework
- DOE Goals and Aspiration
- Dual Credit
- Employment
- Food and Nutrition Programs
- Special Education
- Statistical Digest
- Title Programs

**Related Sites**

- K-12 Data Center
- Indian Education
- SD Codified Laws
- SD Content Standards
- SDMyLife
- SD Virtual School
- State Historical Society
- State Library
- Teacher 411

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**Virginia**





Virginia Administrative Code  
Title 8. Education  
Agency 20. State Board of Education  
Chapter 542. Regulations Governing the Review and Approval of Education Programs in Virginia

## 8VAC20-542-30. Options for Accreditation or a Process Approved by the Board of Education.

### PART III. ACCREDITATION OR A PROCESS APPROVED BY THE BOARD OF EDUCATION

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
  2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
  3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
  2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education.

#### Statutory Authority

§ 22.1-298.2 of the Code of Virginia.

#### Historical Notes

Derived from Volume 23, Issue 25, eff. September 21, 2007.

Website addresses provided in the Virginia Administrative Code to documents incorporated by reference are for the reader's convenience only, may not necessarily be active or current, and should not be relied upon. To ensure the information incorporated by reference is accurate, the reader is encouraged to use the source document described in the regulation.

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