
We commend CAEP's work on raising the bar for educator preparation programs in our nation. Teachers are the most important factor in providing an excellent education, and in order for each student to be successful he or she must have an effective teacher. The new standards place a much needed focus on selectivity, teacher performance and student learning. As state education chiefs, we are keenly interested in this topic, and we will closely follow CAEP's progress in addressing the critical need for stronger teacher preparation programs.

Chiefs for Change

The National Board applauds CAEP's proposed standards for more rigorous and meaningful preparation for teachers and is grateful to have been at the table to help shape them. The standards reflect a growing consensus that in order to improve education for all students, we must do two things: strengthen entry into the teaching profession and build a coherent path for all teachers to become accomplished practitioners.

National Board for Professional Teaching Standards

Eliminating disparities in education opportunities depends on improving teaching quality—recognized as the most powerful school-based factor in student learning. The Alliance for Excellent Education supports the Commission for Accreditation of Educator Preparation (CAEP) draft standards for national accreditation of educator preparation programs. Transforming preparation programs and aligning them to new college and career ready standards is a critical need to ensure teachers can enable a diverse student body meet twenty-first century standards of learning.

Alliance for Excellent Education

We must work together to ensure that teacher preparation standards, programs and assessments are aligned with a well-grounded vision of effective teaching and what young people need to succeed in the 21st century. CAEP's draft standards are a good starting point for engaging educators, institutions of higher education, states, and other stakeholders in a conversation about what we can and should expect of the programs that prepare future educators. We look forward to ideas and improvements that will come from the public comment process and we hope that the best ideas are acted on. We see this as the beginning of an important effort that starts with standards and ends in a rigorous but manageable process for engaging key stakeholders—including consulting teachers and peer coaches in schools—and employing meaningful, multiple measures in assessing institutional performance. The CAEP Commission's emphasis on rigorous standards is consistent with what the AFT's Teacher Preparation Task Force laid out in our *Raising the Bar* report.

***Randi Weingarten, President
American Federation of Teachers***

“The **Association of Teacher Educators** is pleased to have participated in drafting the proposed Standards for the Council for the Accreditation of Educator Preparation and to have been represented on the CAEP Commission on Standards and Performance Reporting. As longtime members of the National Council for the Accreditation of Teacher Education, ATE recognizes the important role CAEP can play in maintaining quality in educator preparation programs.”

The **Council of Chief State School Officers (CCSSO)** is pleased to enthusiastically support the standards put forth by the CAEP Commission. These standards set a high bar to ensure that teachers are prepared to teach students the knowledge and skills they need to be college- and career-ready. The standards reflect and are consistent with the recommendations made by the CCSSO task force on educator preparation in the report *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*. We applaud the leadership of CAEP President, Jim Cibulka, who has clearly articulated changes that are reform minded and necessary for transforming educator preparation.

...These new recommendations are not only a major step forward for colleges of education across the country, but they also represent significant promise for higher quality teaching in schools like ours who work with students most in need of high-quality instruction. For too long, the nation has been satisfied with lackluster standards for the preparation of the country’s most valuable professionals. These new draft standards reverse that situation by articulating what teacher candidates and graduates should know and be able to do.

Michael Casserly, Executive Director
Council of the Great City Schools

“For many years, schools and districts have received annual accountability reports that inform educators and the public about school and district progress. Colleges and universities have numerous reports that inform prospective students and parents about the quality of their schools. It is past time for schools of education to have an annual accountability report that informs educators, students and parents as to the performance of the preparation program on key measures. The proposed accountability and transparency measures proposed by CAEP provide all stakeholders with meaningful and actionable information to improve outcomes for our nation’s children.”

Terry Holliday
Kentucky Department of Education

“CAEP’s recommendations to enhance the value of teacher accreditation take important steps to ensure the best enter our classrooms. From recruitment and admission to exit, these

comprehensive standards on both the prospective teacher and preparation providers' tracks are based on what matters: years of research and data and best professional practice."

National Education Association

(view 7/10/2013 NEA [statement](#) upon release of report to CAEP Board of Directors)

On behalf of the five million members of the **National PTA**, we are proud to support CAEP's recommendations to improve teacher accreditation, and believe strongly that adoption of this next generation of standards will help to ensure the most effective instruction is afforded to every student in every classroom. Accountability matters to parents and families. National PTA believes the time has come for schools of education to incorporate annual accountability measures to inform educators, students, and parents of the performance of educator preparation programs. The CAEP-proposed standards will provide all education stakeholders, including parents, with actionable information to provide quality education for every child.

Betsy Landers, President

Otha Thornton, President-Elect

Laura Bay, Secretary-Treasurer

In order to ensure that we have great teachers in every classroom and great leaders in every school, we must have high standards and rigorous criteria for approval of educator-preparation programs. The draft standards in this report from the Council for the Accreditation of Educator Preparation represent a promising advancement by emphasizing that states should consider student achievement, candidate effectiveness, and selectivity of candidates when reviewing programs for approval. These draft standards are a step in the right direction, and I am glad these standards will become part of the national conversation about educator excellence.

Deborah A. Gist

Rhode Island Commissioner of Elementary and Secondary Education