# State Certification of Undergraduate Teacher Education Programs
## SMTE Policy ASPA E-Kit
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WHAT IS STATE CERTIFICATION?

- Similar to teacher licensing, each state department of education is responsible for determining the colleges, universities, and alternative certification programs within their state that may be accredited as a teacher education program. Accreditation is often determined by factors, including, but not limited to:
    - Admission requirements,
    - Preparation of teacher candidates,
    - Clinical experiences, (and)
    - Continuous improvement
- Furthermore, similar to teacher licensing, many states provide varying degrees of teacher accreditation, such as initial, provisional, and advanced. The levels of accreditation vary in requirements and length of accreditation.

WHY STATE CERTIFICATION?

- In the aftermath of No Child Left Behind, the reauthorization of the Higher Education Opportunity Act increased oversight of higher education by the federal government through the use of specific accreditation requirements. Furthermore, accreditation becomes important if:
    - A student wants to take out a federal loan or grant
    - A potential employer is making a decision about hiring, tuition assistance, or charitable contributions
    - A teacher education program wants to receive a federal grant or loan
    - States require accreditation for funding or teacher licensing

HOW IS IT ENFORCED?

- "In 2013, the Teacher Education Accreditation Council (TEAC) and the National Council on the Accreditation of Teacher Education (NCATE) merged to create the Council for the Accreditation of Educator Preparation (CAEP)" (Pavlakis & Kelley, 2016, p. 68).
- As of July of 2018, CAEP has established partnership agreements with 35 states and the District of Columbia. CAEP evaluates teacher preparation programs based on the following standards:
    - Content and pedagogical knowledge
    - Clinical partnerships and practice
    - Candidate quality, recruitment, and selectivity
    - Program impact
    - Provider quality, continuous improvement, and capacity
- Depending on the state, these institutions may have the option to be reviewed by a specialized professional association, or SPA, such as the National Association Of Schools of Music, be reviewed by CAEP with feedback, or be evaluated by the state

CONCERNS:

- Many music teacher preparation programs are reviewed by organizations outside of music.
- The past decade has seen a significant increase in the number of alternative teacher licensing programs, most of them having no music teacher educators.
- With the increase of third-party portfolio assessments in teacher certification, such as the teacher performance assessment, or edTPA, which is now used in more than 40 states, there is an increased risk that teacher educator programs will become over-standardized, and narrowed in scope.

FOR MORE INFORMATION

- CAEP Accreditation Guidelines: http://caepnet.org/working-together/state-partners
- NASM Accreditation Guidelines:
- https://nasm.arts-accredit.org/accreditation/procedures-for-comprehensive-reviews/
- NAfME Policy documents on music EPP accreditation:
- https://nafme.org/department-of-education-teacher-preparation-regulations-a-first-look/
- Pavlakis, A., & Kelley, C. (2016). Accreditation in the professions: Implications for educational leadership preparation programs. *Journal of Research on Leadership Education*, *11*(1), 68-90.