The Inquiry Brief (IB) Commission of the

Council for the Accreditation of Educator Preparation

awards Accreditation (7 years) to
the Teacher Education Program at

Oakland University

for providing evidence of excellence in educator
preparation using the Quality Principles of the
Teacher Education Accreditation Council (TEAC).

October 23, 2013
Date

James G. Cibulka
James G. Cibulka, President

TEAC

CAEP Council for the Accreditation of Educator Preparation

Council for the
Accreditation of
Educator Preparation

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November 22, 2013

Dr. C. Robert Maxfield, Interim Dean
School of Education & Human Resources
Oakland University
415D Pawley Hall, Squirrel Road
Rochester, MI 48309-4401

Dear Dr. Maxfield:

I am happy to confirm that the *Inquiry Brief* Commission of the Council for the Accreditation of Educator Preparation (CAEP) concluded at its meeting on October 22, 2013 that the evidence presented in your *Inquiry Brief*, as verified by the audit and evaluated by the Initial Review Panel, merits TEAC Accreditation status for seven years.

The *Inquiry Brief* Commission unanimously passed the following motion:

The Teacher Education program[i] submitted by Oakland University is granted **Accreditation (7 years) with two Areas for Improvement (AFIs).**

AFI in *Quality Principle* 1.2
Evidence of the candidates' knowledge of pedagogy was missing in some endorsement / licensure areas and this evidence also needed to be analyzed for comparability. In addition, some metric anomalies in which the N in some tables was an unacknowledged conflation of the number of candidates times the numbers of assessment items.

AFI in *Quality Principle* 1.5
There was no evidence of a proper scale in the assessments.

Justification for accreditation for seven years with two AFIs:
The commissioners noted that the IB Commission failed to keep to the prescribed deadlines in two instances: the time needed to provide the Audit Report to the program and the required time to provide the case analysis to the commissioners. The program had the Audit Report in its possession only four days before the commission meeting and the case analysis only two days before the meeting. Both lapses put strain on the program's preparation for the commission reviews, but the program did not feel disadvantaged by thee delays and was willing to go forward with the review and the commissioners did not feel that their recommendation was compromised by the delays.

The program's prior *Inquiry Brief* was found to be weak in the evidence it had for the reliability and validity of its assessments and it responded in the present *IB* with an argument that its scales of measurement were formative and not reflective (its terms) and not amenable to the traditional psychometric approaches to establishing the reliability and validity of its assessments. The commissioners concluded that whether or not the assessments formed a proper scale was an open empirical question that could

not be answered *a priori* and that the *IB* failed to provide evidence of reliability and validity in any case for all its measures and in all the areas of the curriculum. While the Audit Report found that all the measures had such evidence, albeit of different kinds, the report did not provide specific documentation of the evidence for the commissioners to consider. The commissioners also noted that one key area, evidence of the candidates' knowledge of pedagogy, was missing in some endorsement/licensure areas and that this evidence also would need to be analyzed for comparability. There were as well some metric anomalies in which the N in some tables was an unacknowledged conflation of the number of candidates times the numbers of assessment items.

The Teacher Education program's TEAC accreditation status is effective between October 22, 2013 and October 22, 2020.

This letter will be sent in both electronic and paper format, and, with the paper copy, we will enclose an insert that you may wish to display in your membership plaque.

Your Accreditation status also entitles your program to use one of the statements of affiliation and accreditation in the endnote below[ii] and is conditional upon your continued adherence to the principles, standards, and policies of the *Inquiry Brief* Commission (www.teac.org). In announcing your accreditation status, you must make clear that it is the teacher education program cited in your *Inquiry Brief* that is accredited by the IB Commission and not your department and institution.

You will receive an email announcement later this month describing CAEP's requirements for your annual reports which will include measures of program impact, measures of program outcome and consumer information, the number of completers, substantive changes (if any), progress on addressing the areas for improvement in *Quality Principle 1.5* and *Quality Principle 1.5*, and updates related to the Appendix E. Your first report is due by April 20, 2014 and needs to be up-loaded into the Accreditation Information Management System (AIMS).

In keeping with CAEP's policy on Public Disclosure and Transparency of Accreditation Information (Policy XXXIX), we request that you post links to performance assessment summaries and other information (including websites reporting Title II data) and a link to the Summary of the Case that appears on the TEAC website (www.teac.org).

Congratulations on your accreditation achievement. We look forward to learning more about the evidence for the continued improvements you will be making in your teacher education program. We hope you will share what you are learning with others at CAEP and other conferences and will continue to be an active participant in CAEP and the IB Commission.

Sincerely yours,

James G. Cibulka

James G. Cibulka
President

Cc: Dr. Robert Wiggins, Chair, Department of Teacher Development and Educational Studies

[i] *Program options at the undergraduate and graduate levels include Elementary Education (mathematics, language arts, integrated science), Secondary Education (English, History, Political Science, Sociology, Biology, Chemistry, Physics, Mathematics, French, Spanish, Music Education, Social Studies, ESL, and Integrated Science), as well as initial endorsements at the graduate level in Early Childhood, Reading and Language Arts, and Special Education. The state of Michigan, at its discretion, offers teaching licenses to program completers in these the option areas.*

[ii] **Statements of Affiliation and Accreditation**

Programs accredited by the IB Commission of the Council for the Accreditation of Educator Preparation that wish to state this affiliation in published materials should use one of the following official statements, in accordance with CAEP Policy VI (Representation of Accreditation Status to the Public):

The Teacher Education Program at Oakland University is awarded TEAC accreditation by the Inquiry Brief Commission of Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2013 to October 2020. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure, or other purposes.