



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

#TEACH, LLC (Training Educators And Creating Hope)  
Plymouth, Michigan

Accreditation Council October 2024  
Accreditation Application Date: 9/19/2019

*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.*

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Fall 2024 and Fall 2031. The next site review will take place in Spring 2031.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Not Applicable

### 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 R1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that demonstrated candidates worked effectively with diverse P-12 students and modeled and applied technology standards in their learning and teaching. (component R1.3)	The EPP identified only five total criteria on all of the key common assessments that address candidates' ability to work with diverse students and identified only one criterion that addressed candidates' ability to use

		technology in their learning and teaching. Not all of the criteria identified seemed applicable.
2	The EPP provided limited evidence to show that candidates demonstrated professional responsibility, acted ethically, took responsibility for student learning, and collaborated with others to work effectively with diverse P-12 students and their families. (component R1.4)	The EPP provided data only from the First and Final Family Conferences Self-Assessments and from the First and Final Professionalism Self-Assessments. Since the assessments were self-assessments, during 2023-2024 the EPP developed and piloted an assessment and a protocol for collecting input from site-based mentors in addition to the two self-assessments completed by the candidates. This would enable the EPP to compare mentor and candidate scores. The EPP hoped to implement the assessment and protocol with mentors in the P-12 schools in Fall 2024.

## STANDARD R2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that partners co-selected, evaluated and supported clinical educators. (component R2.2)	The EPP provided little evidence to support selection criteria for P-12 partners who employ #TEACH candidates. The EPP provided limited evidence for how the P-12 partners prepared, evaluated, or supported candidates. The EPP provided limited evidence of diversity in experiences for candidates to demonstrate a positive impact on student learning and development.

## STANDARD R4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that demonstrated program completers effectively contributed to P-12 student growth and applied professional knowledge, skills, and dispositions that their preparation experiences were designed to achieve. (component R4.1)	Although the EPP provided evidence of state-level completer effectiveness data, it was limited to one cycle and not disaggregated; there was limited evidence of analyzing and interpreting results for program improvement. There was a limited description of what the EPP had learned from the evidence included in the Addendum. One cycle of data from the pilot case study was provided, however the study involved residents and not completers.

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

None.

## 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 review 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 levels 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.

The following programs are included in the current accreditation cycle:

<b>Program Name</b>	<b>Licensure Level</b>	<b>Degree</b>
#TEACH Elementary Certification Program	Initial-Licensure Level	Endorsement only
#TEACH P-12 Certification Program	Initial-Licensure Level	Endorsement only
#TEACH Secondary Certification Program	Initial-Licensure Level	Endorsement only

***NOTE: Neither CAEP staff, evaluation team members, 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**