



EPP Connect

EDUCATOR PREPARATION PROVIDER IN 2016

EPP FACULTY ADVISORY COMMITTEE

The following faculty have either been recommended by their peers or selected for their expertise or representation of a program or college. The advisory committee will meet regularly with the Provost, Dean of COE, Head of the EPP and other guests to discuss key issues impacting the preparation of teachers, counselors, and school administrators. Minutes of these discussions and recommendations will be posted as part of EPP Connect.

- | | |
|-------------------------|--------------------|
| Reesha Adamson | Alex Jean-Charles |
| Mandy Benedict-Chambers | Danielle Lillge |
| Karen Engler | Robert Paul Maddox |
| Adam Harbaugh | Michelle Morgan |
| Kirsten Hatz | Hae Min Yu |

EPP GUIDING PRINCIPLES

The EPP Guiding Principles document is in the process of revision to better align with CAEP standards and our own foundational documents. Find attached the current draft reviewed and edited by EPPC Executive Council. The GP document will be discussed at the next Diversity Committee meeting, and will be up for approval at the next EPPC meeting on February 10. You can review the document by clicking [here](#). Your feedback is requested. If you have suggested changes, please email them to Brenda Goodwin. Be specific in your concerns and suggestions.

DIRECTOR OF SECONDARY EDUCATION SEARCH

Applications are being accepted for the Director of Secondary Education and reviewed by the Search Committee. The Search Committee members are:

- | | | |
|--------------------|------------------|-----------------|
| Chris Craig, Chair | Jamaine Abidogun | Kurt Killion |
| Diana Piccolo | James Sottile | Rebecca Woodard |

This internal search will run for 30 days. For more information, the job description, and how to apply, please go to the following link:

[Director of Secondary Education](#)



Dr. Chris Craig
Head of the EPP Unit

In this issue:

- ✓ Assistance with Assessment
- ✓ MoPTA Task Deadlines
- ✓ CAEP Site Visitor Training
- ✓ DESE Update Webinar



Date	Committee	Time	Location
February 1	MSEd Secondary Oversight Committee Meeting	2:00 p.m.	TBA
February 10	Diversity Committee Meeting	1:00 p.m.	PSU 310
February 10	EPPC Meeting	3:30 p.m.	Karls 102
February 12	BSEd Secondary Oversight Committee Meeting	1:30 p.m.	PSU 308



EPP Connect

ANNOUNCING DIRECTOR OF PROGRAM REVIEW AND ANALYTICS

Dr. Donna Breault will be working in a new role as the Director of Program Review and Analytics for the EPP. She will work closely with Dr. James Sottile in development, designing, and interpreting data on the performance of our candidates in the Educator Preparation Provider program. Donna will continue to work as Coordinator of the graduate program in Child Development as well as other initiatives in the Childhood Education and Family Studies (CEFS) Department.

OFFER OF ASSISTANCE WITH ASSESSMENT

A note from Chris Craig:

I greatly appreciate Dr. Franklin's offer to assist us in meeting our goal to have our program assessments in Taskstream this semester for both initial and advanced programs. Dr. Sottile, Debra Price, Dr. Breault, Dr. Homburg, and I, along with our Director of Assessment, stand ready to work with you to provide the support needed to meet this timeline. I have asked Debra and Keri to reach out to those programs who still need information entered into Taskstream, and we will be reviewing weekly progress to that end.

Dear Colleagues,

As we all know, the work of assessment is extra. It's just a fact. I hoped when I took this job that I could somehow help people the way that I had wanted help. I spent too much time alone in the basement of Pummill Hall trying to figure out my key assessments and aligning all kinds of standards. It was lonely work, and looking back, I would not want that experience for anyone else. Without my colleagues in BSED patiently answering my questions and listening to my frustrations, I would not have been able to make it through the assessment demands for English Education. So, first, I just want to thank you for the time you spent with me and for being such great colleagues. Now that I am working on university assessment, I see my role as a support—that means hands-on assistance—to help anyone on campus to think through or work on in any way—program-level assessment. I wanted to specifically extend this offer to my colleagues working in teacher preparation. I know what you are working on here, and I want to offer assistance with the grunt work, so to speak. I'll sit down and align standards. I'll grab a student worker and we will type up what you need typed up. I'll sit, listen, and be a thinking partner. I'll find you some administrative assistance to help you in your assessment planning and reporting.

I remember in the past looking for help. I don't want you to have to look. I am offering it here. I may not always know the answer, but all of you taught me that it is okay to ask questions and there are terrific colleagues all over campus who are willing to help. Please, please don't hesitate to call. Mark Woolsey is in assessment, and he is a great help, especially with data. And, Angela Young is a former high school teacher for 15 years who is looking forward to helping as well. Thanks for all of the work you to do that is invisible! You are doing amazing work on behalf of education. Let me know how I can help you.

Best,

Keri Franklin

MoPTA TASK DEADLINES

MoPTA task deadlines are:

- Task 1 February 4
- Tasks 2 & 3 March 3
- Task 4 April 29

Library of Examples for the Missouri Pre-Service Teacher Assessment (MoPTA)

CAEP SITE VISITOR TRAINING

CAEP is hosting a national CAEP Site Visitor Training in Kansas City. See the attached for more information. The deadline to apply is March 18, 2016.



EPP Connect

DESE UPDATE WEBINAR

A DESE Update Webinar is scheduled for Monday afternoon, February 1 starting at 3:00. The link to the webinar is: <http://desemo.adobeconnect.com/oeq7/>.

Discussion Items:

MoPTA

-Fall 2015

-Spring 2016

MoPTA World Café – February 23:

-Recruiting Plans

-Plans for the 3 World Café Events

CAEP

-Training – July 17-20 in Kansas City

-Revised Review Schedule for 2016 and beyond

Grade Point Average Transition & Clarification

Verification of MoGEA Scores for 2015-2016

Title II Reporting – Processes & Timelines

APR – Processes, Appeals Window, and Timelines

Pearson

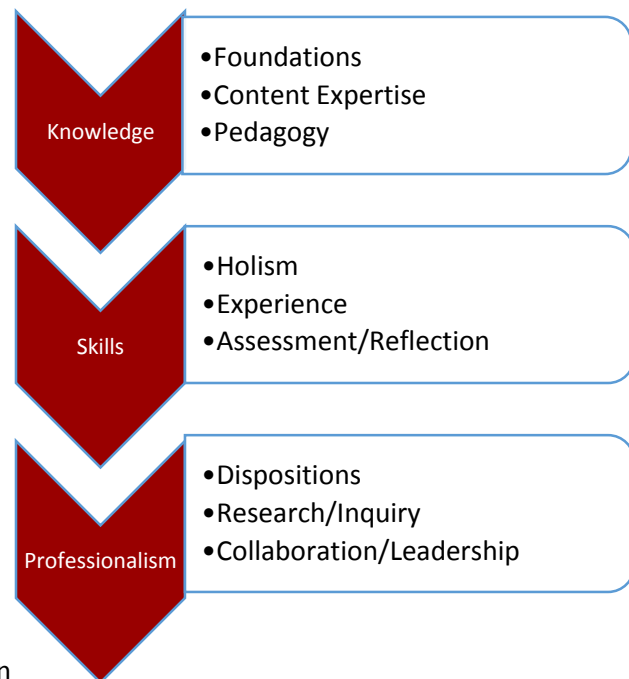
Financial Aid & MEGA Assessments

Other Topics

Guiding Principles (GP) of the Educator Preparation Provider Missouri State University

The Educator Preparation Provider (EPP) at Missouri State University is made up of all faculty, staff, and administrators who: (1) teach one or more EPP courses, (2) advise or supervise professional educational students, or (3) administer professional education departments/schools or colleges. Members of the Educator Preparation Provider come from many departments and all colleges across the campus.

Our partners include those in schools and community agencies in which our candidates observe and practice their developing skills under professional supervision and mentoring, from admission through their first three years of professional practice. With the contributions of faculty who teach liberal arts and general education courses, we are convinced that at Missouri State, education is everyone's business.

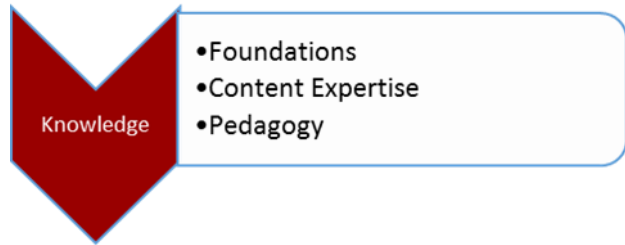


At Missouri State University, we believe that education is essential across all levels of society. Our mission and purpose is to develop the specialized competencies and skills to facilitate, promote, and enhance, with compassion and fairness, the learning and development of all persons. All education programs foster a legacy of learning and adhere to Missouri State's public affairs mission that promotes ethical leadership, cultural competence, and community engagement.

The Missouri State professional education community believes that effective professional education programs are based on shared beliefs and values about schools, learning, and education that guide program development and instruction in knowledge, skills, and professionalism. The various content and specialty areas interpret and apply these guiding principles in accordance with their unique, specialized professional knowledge bases and standards. These guiding principles include foundations, content expertise, pedagogy, holism, experience, assessment/reflection, dispositions, research/inquiry, and collaboration/leadership that are common to all professional education programs. The underlying assumption of these guiding principles is that all members of the professional education community incorporate and demonstrate the principles of diversity and social justice throughout their programs.

Knowledge (GP 1)

1a. Foundations: knowledge of the historical, cultural, political, technological and community contexts of education and the development of the professional and foundational issues and arguments underlying its practices, as well as an understanding of the importance of integrated learning across disciplines. (**Diversity Proficiency 1**)



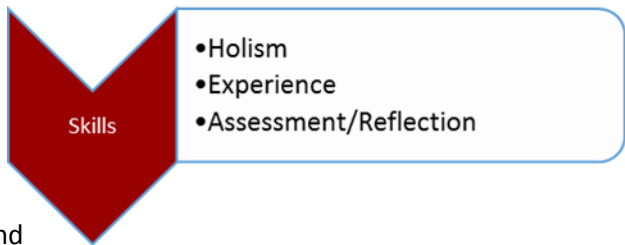
1b Content Expertise: strong knowledge of subject matter discipline content and understanding the important ideas in the subject area domain and the influences that knowledge has on pedagogical orientations, teaching decisions, and teaching acts. (**Diversity Proficiency 3**)

1c. Pedagogy: knowledge of human development, motivation, and the theories of learning and assessment, as well as the understanding of the skills, techniques, and strategies that enhance learning for all students including those from diverse cultural, racial, and economic backgrounds, varying abilities, and historically underrepresented groups. (**Diversity Proficiency 1-6**)

CAEP Standards 1, 3, 4

Skills (GP 2)

2a. Holism: affirm diversity and understanding of the “whole child” within the classroom, school, educational system, family, community and cultural context; awareness of challenges and requirements of a democratic society; and knowledge and sensitivity to issues such as equity and human diversity. (**Diversity Proficiency 1-6**)



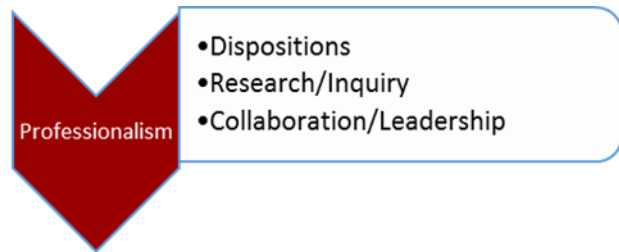
2b. Experience: apply theory to practice, understand how pedagogical theories impact teaching practices that serve as a foundation for the development and expansion of existing and emerging theories, and continually renew skills and knowledge within one’s discipline. (**Diversity Proficiency 3**)

2c. Assessment/Reflection: conduct valid and reliable assessment to improve student learning, engage in self-appraisal, and use feedback from students, supervisors, mentors, and peers to improve practice and employ skills crucial to reflective decision-making and systematic inquiry. (**Diversity Proficiency 5-6**)

CAEP Standard 2

Professionalism (GP 3)

3a. Dispositions: awareness of self as a professional educator passionate about teaching, intellectually curious, and demonstrating intellectual, social, and ethical attributes that contribute to the learning and development of all learners in all professional settings. (**Diversity Proficiency 1-6**)



3b. Research/Inquiry: use of current research, systematic inquiry approaches, and technology in pursuit of best educative practices, lifelong learning, and professional development in order to help all learners succeed. (**Diversity Proficiency 3, 5**)

3c. Collaboration/Leadership: the ability and skills to initiate and maintain empowering relationships with colleagues, school personnel, parents, family members, and the community and are prepared to assume leadership roles. (**Diversity Proficiency 2**)

CAEP Standard 2, 4, 5

The guiding principles found in this document have been derived, in part, from documents that guide our shared vision for the EPPU and the assessment of our candidates. These include: 1) our original Conceptual Framework document which delineates our vision, our mission, our beliefs, and our general learning outcomes, and 2) our current Diversity Proficiencies which have been developed and approved by the EPP Council based on recommendations from both the EPP Diversity and Provost Assessment committee. The original Conceptual Framework and General Learning Outcomes are archived in the EPPC websites.

The EPP functions as the body of more than 40 undergraduate and graduate professional education programs across campus that, through a representative governance process, proposes, discusses and establishes education program curriculum and related implementation policies and procedures of interest to the unit and in compliance with all DESE and CAEP mandates (Standards 1-5) impacting professional education programs at Missouri State University.



January 21, 2016

CAEP Site Visitor Training
Kansas City, Missouri
July 17-20, 2016

On July 17-20, CAEP will be hosting a national CAEP Site Visitor Training event at a hotel (to be named later) near the Kansas City International Airport. Below is information on becoming eligible to attend the training

To attend the training:

This event is a national CAEP Site Visitor Training and attendees will be limited to those individuals who:

- 1) Are interested in and are able to complete the requirements to serve as a CAEP Site Visitor (See attached position description for details)
- 2) Complete the CAEP Online Volunteer Application (OVA) and select 'Site Visitor' as a desired volunteer role (See below for more information on applying)
- 3) Are selected by the CAEP Accreditation Council to serve as Site Visitors (Note: There are limited spots available for volunteers and not all who apply will be selected this year. Those who are not selected have the opportunity to apply in the future)
- 4) *Note: in addition to limited availability in the pool of site visitors, there may also be limited availability at this specific training location; if you are selected as a Site Visitor but the Kansas City training is full, you may be asked to attend a different training or wait until 2017 to be trained

Applying to the CAEP Volunteer Corps:

As noted above, all individuals interested in serving as CAEP Site Visitors must apply through CAEP's [Online Volunteer Application \(OVA\)](#), regardless of previous experience or involvement with our legacy organizations, NCATE and TEAC.

The Online Volunteer Application can be found at the following link:

<http://www.caepsite.org/OVA>

Note that this is a different system than "AIMS" and if it is your first time applying to volunteer, you will need to select the "Create an Account" link to start the process. The application should take about 30-45 minutes to complete, and you do have the option of saving your application and returning to finalize it later. The application is a three page process: 1) Personal Information, 2) Demographic Information, and 3) Position Selection and experience questions. Also on the third page you will be asked to submit a CV/resume (no more than 5 pages).

The online application will stay open through March 18, 2016.

Selection and Timeline:

The OVA closes on March 18, 2016. The CAEP Accreditation Council will vote on the selections for the 2016 class of Site Visitors at the April meeting. Applicants will be notified in May if they have been selected to a volunteer role.

Training Format:

All individuals who are chosen as CAEP Site Visitors and are slotted for the Kansas City training will need to complete both online and face-to-face components of the training. Prior to the onsite training will be a series of online webinars (6-7 one-hour webinars) and formative assessments, all of which will be recorded and accessible for you to complete on your own time. This pre-onsite webinar series is likely to start around late May. The training will take Place July 17-20, 2016 at a hotel near the Kansas City International Airport. CAEP will be for all costs associated with completing the training. Additionally, if you are a member of the National Education Association, CAEP and NEA will reimburse the cost of a substitute teacher while you are at the training, if it is needed. Please inquire with me directly if this applies to you. Following the onsite training there will be an additional short series of webinars that will be specific to each of CAEP's pathways to accreditation.

CAEP is also currently in the process of developing a Qualifying Assessment for Site Visitors which, eventually, all site visitors will be required to pass before serving on a visit team.

If you have any questions, you can send them directly to me at david.tjaden@caepnet.org.



David Tjaden | *Volunteer Relations and Training*

Direct 202.753.1660

Mobile 202.905.7022

Volunteer Position Description

CAEP Site Visitor / Visit Team Leads

About CAEP

CAEP's mission is to advance excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Volunteer Impact

Professional accreditation is the bedrock upon which professions such as architecture, engineering, medicine, and law have built their reputations. It assures that those entering the field have been suitably prepared to practice through assimilation of a body of knowledge and pre-service practice in the profession. When an educator preparation provider (EPP) is CAEP accredited, the public can be assured that the EPP has met national standards set by the education field at large and has undergone rigorous external and impartial review by professionals, policymakers, and representatives of the public. By establishing the accreditation process as a volunteer-based, expert-review process, education professionals who serve as visitors have a direct impact in ensuring that EPPs prepare highly effective future P-12 educators.

Benefits

Benefits of being a site visitor include:

- Training and professional development on model quality assurance and accreditation processes grounded in evidence-based standards
- Networking opportunities with experts and professionals in the field
- Exposure to new and innovative methods of teacher preparation
- Contributing your expertise as the crux of a expert-review based process of accreditation
- Opportunity to observe other EPPs and community contexts
- Certificate of service upon completion of site visitor term
- For higher education volunteers: an endorsement letter supporting the work of a visitor as the scholarship of application

Responsibilities and Duties

The site visitor's primary responsibilities are to assess how well the EPP is meeting each of the standards, based on evidence provided by the EPP, and by conducting an off-site review and on-site visit to the EPP.

Visitors will be specifically responsible for:

- Evaluating evidence, asking probing questions to understand the extent to which it supports the claims that the EPP satisfies the standards.
- Assessing arguments for logic and reasoning
- Understanding and interpreting data
- Applying rubrics to assess EPP's performance
- Conducting meaningful interviews with stakeholders
- Writing clear and cogent arguments on whether an EPP on the sufficiency of the evidence

- Communicating effectively and appropriately with the EPPs
- Working effectively on a team with differing opinions

There are three key steps in the review process, including the off-site review, on-site visit, and report writing. During the off-site review, site visitors read the EPP's full self-study and assess the evidence against each standard, participate in a team discussion of the self-study (via webinar/teleconference), write a report (formative feedback or auditability), and plan the on-site visit. During the on-site visit, site visitors check the authenticity of the evidence, conduct interviews with stakeholders, validate and probe data, and identify strengths and weaknesses. During the report development process, site visitors write site visit and case analysis reports for the Accreditation Council.

On-site visits are conducted by a team of 3 – 6 volunteers, and the responsibility for the visit and report writing process is shared among the team members. After the on-site visit, a summative report is written with contributions from the entire team, with the primary audiences being the EPP being considered for accreditation and the CAEP Accreditation Council, which reviews the EPP's case and makes the accreditation decision.

Some visitors will need to cover specialist activities on the team. These roles include Data/Assessment Specialists, Visitor Team Leads, and Visitor Team Assistant Leads.

- Data/Assessment Specialists will examine the assessments and data instruments within the evidence for alignment with CAEP and state standards, taking note of the optional prior assessment review. They will also help the visitor team leverage program review data in the analysis of the overall EPP.
- Visit Team Leads will be responsible for convening the team, synthesizing the view of the team members in the reports, moderating and resolving debates, and coordinating logistics for on-site visits.
- Visit Team Assistant Leads will act as a stand-in for the Lead (should it be needed), participate in coordination of logistics, and take notes during conference calls.

Volunteer Qualifications

- Demonstrated expertise in the field of professional education, educator preparation, teaching, research, and/or evaluation
- Excellent analytical and evaluation skills including the interpretation and analysis of data, use of rubrics and assessments, interviewing and observation techniques, and analysis of written information
- Ability to clearly and concisely convey observations and findings in writing
- Ability to make unbiased conclusions about EPPs based on the application of national standards
- Ability to interact with team members and EPP personnel in a courteous and collegial manner and the ability to work toward consensus in team deliberations
- Skill in the use of computer technology, including accessing the Internet, using email, navigating websites, reviewing documents online, and word processing
- A laptop computer to bring to any training sessions or site visits, as needed

Training and Professional Development

Each person that is selected as a site visitor will be required to go through an intensive training session in the application of the standards and in the conduct of an accreditation review. In-person training will take place over three days in the summer, and will be complemented by online training, which volunteers can complete on their

own schedule prior to the in person session. Following the in-person training, site visitors will be required to complete a summative assessment on the CAEP Standards and analyzing evidence. Successful completion of the training and assessment will recommend a trainee to become a member of a visit team.

Commitment Required

Following successful completion of training, site visitors are initially appointed to three-year terms, which can be renewed based on favorable performance evaluations. Site visitors are expected to participate in at least one visit per year (one visit per semester is preferred) to remain in good standing.

Potential site visitors should be aware that, on average, an estimated 70 hours of preparation are involved before, during, and after each site visit, and should be fully prepared to participate in all events related to their assigned visit. On-site visits typically last 2.5 days. Site visitors are expected to stay for the entire duration of the visit and are expected to participate actively in planned interviews and meetings, as assigned by the visit team lead. Since visits are held nationally (and occasionally, internationally), travel time will also need to be factored into the visit. After the visit has been conducted, a site visitor must complete their section of the visit report (as applicable), and stay in contact with the lead site visitor throughout the report writing process.

As on-site visits are intensive and often involve long hours, site visitors should have the time and energy to participate fully. A site visitor should assure that his/her employer is willing to grant the appropriate time (e.g., release, contractual, professional) to take site visit assignments.

Volunteer Work Location

Visitors are assigned to participate on visit teams to educator preparation providers (EPPs) across the nation (and internationally). The specific location will depend on the individual assignment. Most work prior to the visit is conducted virtually or via videoconference.

Volunteer Supervisor and Contact Information

David Tjaden, Volunteer Relations and Training Coordinator, manages the site visitor pool and training. He can be reached at david.tjaden@caepnet.org.