

EPP Connect

EDUCATOR PREPARATION PROVIDER IN 2016



Dr. Chris Craig
Head of the EPP Unit

MACTE CONFERENCE

The Missouri Association of Colleges for Teacher Education held their annual spring conference at Camden Lake Resort in Lake Ozark, MO. David Brown, Gilbert Brown, Chris Craig, Kim Dubree, Candace Fairbairn, Andrew Homburg, David Hough, and James Sottile were in attendance. Below is a list of topics linked to a separate document containing more details for that issue. (MACTE Conference information contributed by Candace Fairbairn.)



- MACTE Theme and Goals
- MoPTA Score Reporting
- MoPTA Submission Schedule
- MoPTA & Concerns Related the Similarity of Candidate Responses
- Mild/Moderate Cross-Categorical Certification & Missouri Content Assessments
- Missouri Educator Evaluation System Training
- MoPTA World Café

CAEP CONFERENCE



The Council for the Accreditation of Educator Preparation held their annual CAEPCon conference at the Hilton San Diego Bayfront in San Diego, CA. Chris Craig, Gilbert Brown, Andrew Homburg, and James Sottile were in attendance. Below is a list of topics linked to a separate document containing more details for that issue.

The conference was centered on Candidate Quality, Recruitment and Selectivity. Attendees gained many insights into CAEP leadership and the accreditation process. Outcomes extended from the conference include bringing a CAEP consultant to campus, possibly as early as fall 2016. To that end, the unit head, director of the unit, and program coordinators will soon be conferencing to best prepare programs and the unit for the consultant's visit.

- CAEPCon San Diego Website
- CAEPCon Presentations
- CAEPCON Initial Program Standards presentations:
 - Standard 1
 - Standard 2
 - Standard 3
 - Standard 4
 - Standard 5
- CAEPCON Advanced Program Presentation
- CAEP Initial Program Standards
- CAEP Advanced Program Standards

In this issue:

- ✓ MACTE Conference
- ✓ CAEPCon
- ✓ Dir. of Sec. Ed. Search
- ✓ April Calendar





EPP Connect

DIRECTOR OF SECONDARY EDUCATION SEARCH

Interview dates have been confirmed for the Directory of Secondary Education. Open Forums are scheduled for the following dates and times. All EPP faculty are invited to attend.

Karen Engler

April 20, 2016
11:00 a.m. to 12:00 p.m.
Glass Hall 237

Daniel Hellman

April 22, 2016
1:00 to 2:00 p.m.
Glass 230



| Date | Committee | Time | Location |
|----------|--|-----------|-----------|
| April 13 | EPP Diversity Committee Meeting | 1:00 p.m. | Karls 232 |
| April 13 | EPP Council Meeting | 3:30 p.m. | Karls 102 |
| April 15 | EPP BSEd Secondary Oversight Committee Meeting | 1:30 p.m. | PSU 308 |
| April 20 | EPP Executive Committee Meeting | 3:30 p.m. | Hill 314 |

SUBMISSIONS

We would like to hear from you!

Email us what you would like to promote or showcase in EPP Connect. We are looking for faculty accomplishments, community projects, grants, etc. Email EPPConnect@missouristate.edu.

Spring 2016 MACTE Conference at Camden on the Lake

With its theme, *Myth vs. Reality: Quality Teacher Education in Missouri*, the Missouri Association of Colleges for Teacher Education met Monday through Wednesday, March 28 – 30, 2016 to continue the conversation of communicating ideas and information relevant to teacher preparation providers. The goal is to strengthen Missouri Higher Education Institution programs and build their capacity to prepare educators who can teach every child effectively. The organization advocates for high quality student learning in Missouri including increasing the diversity of education candidates and improving Missouri programs' curriculum to ensure that all educators can serve diverse learners. Topics included discussions on the Missouri Educator Profile, implementation of the MoPTA, the Missouri Content Assessment with its challenges, biased assessments, new assessment systems, the Professional Competency Profile, year-long Internships, surviving CAEP accreditation, student teaching seminar, serving English Language Learners including best teaching practices for diverse students to create inclusive classrooms, possible revisions to the APR, and education reform.



ETS is currently recruiting educators to participate in the **standard setting studies** for the school counselor, school librarian, and pre-service teacher's performance assessments. Each panel will meet for two days where participants will review the assessment, provide independent judgments, and engage in panel-wide discussions as the panel considers the minimum score needed to be considered qualified to enter the profession. The standard setting studies will occur the first week of June 2016 in the Jefferson City/Columbia area. If you are interested in participating in one of these studies, please email mopa@ets.org by April 8th. Please indicate which panel you are qualified to participate in along with your contact information and program/school affiliation. ETS will contact you with additional details after receiving your information. The cut score that will be determined and then submitted to be set by the Board becomes effective August 29, 2016.

MoPTA score reporting was extended for Tasks 2 and 3, and will be available to candidates in the afternoon on Thursday, April 7th.

Spring 2016 MoPTA Submission Schedule

| <i>DEADLINE</i> | <i>DATE</i> |
|--|--------------------------------------|
| <i>Task Submission</i> | |
| Task 2 & 3 Score Reporting to Candidates | April 7 – Completion of Task 2 and 3 |
| Task 4 Submission Open | March 31, 2016 |
| Task 4 Submission Close | April 29, 2016 |
| Overall Composite Scores Released to Candidates | May 27, 2016 |
| Overall Composite Scores Available to EPP | May 31, 2016 |
| <i>Task Resubmission Window</i> | |
| Resubmission Registration Window | May 27, 2016 – June 17, 2016 |
| Resubmission Window | May 27, 2016 – June 17, 2016 |
| Resubmission Scores Released to Candidate | July 11, 2016 |
| Resubmission Scores Available to EPP | July 12, 2016 |

MoPTA & Concerns Related to the Similarity of Candidate Responses: The Office of Educator Quality received information from the ETS Office of Test Integrity noting concerns over the similarity of responses from candidates completing the MoPTA last fall. If similarities were found, candidates are being notified by Certified Letter. Candidates have two weeks to respond from the date of the letter and are encouraged to contact ETS and ask for the responses in question. A candidate will need to provide strong reasons why the response(s) are similar to the another candidate’s response(s) or similar to posted exemplars. The ETS Board of Review will then review the explanation to determine whether or not the concern is warranted. If the concern is not resolved, the candidate’s score will be invalidated. It was noted that the fall 2015 candidates had already received notification of passing the MoPTA and now the decision may be rescinded based on the investigation. Candidates whose scores are invalidated will have the opportunity to register and repeat the MoPTA. It is also possible that candidates will have received their teaching certificates which will now be subject to revocation. To be reissued, the candidate would have to successfully repeat and pass the MoPTA. Commanding attention were conference participant responses stating that some integrity issues were the result of candidates repeating the stem of the questions in their responses. Also, many candidates work together in gathering district or school data when placed as a cohort in a school or district so similarities might naturally follow in that capacity. Seminar sessions throughout a semester may also encourage peer review and sharing of experiences. It was said that there are 25 students who have received letters. Because of privacy, communication goes to the candidates only, and EPPs will not receive identification of the students at this time.

Mild/Moderate Cross-Categorical Certification & Missouri Content Assessments: Earlier this week, the Department announced an immediate change regarding candidates working toward Mill/Moderate Cross Categorical Certification for Grades K-12. These candidates will need to pass the following Missouri Content Assessments: Mild/Moderate Cross-Categorical (050) and the Elementary Multi-Content Assessments (007, 008, 009, and 010). Candidates who may have already passed all of the Middle/Secondary Multi-Content Assessments will be able to submit

those scores for certification. Candidates who have not passed the complete set will need to pass the complete set by August 29, 2016 or pass the Elementary Multi-Content Assessments.

It was communicated that 561 supervisors participated in professional development for the **Missouri Educator Evaluation System (MEES)** training - - approximately 25% of the state's supervisors of teaching candidates. DESE continues to request that all EPPs encourage all supervisors to seek and be involved in training. There will be additional sessions both for new supervisors and continued training for supervisors who have already been trained next academic year.

A session of the **MoPTA World Café** was offered prior to the conference and presented electronically, where candidates and others were asked questions regarding the pros and cons of tentative fall 2016 submission dates, whether the resources offered were beneficial, whether the submission system was user friendly, what level of support was received, and what parts of the MoPTA were problematic/worked well. Another session of World Café was offered during the conference for Deans, Directors, and faculty.

For additional information on the **First Year Principals' Survey**, view the webinar beginning at time stamp 44:32 at: <http://desemo.adobeconnect.com/p1cz2vr2e48/>.

The latest **DESE update webinar** can be viewed at:

http://desemo.adobeconnect.com/p5x3e5nu3ss/?OWASP_CSRFTOKEN=472cdc8262bae10eb73c57bff6aa5661868e28459abc5e55fc52c1f3418e19b8

The Missouri Association of Colleges for Teacher Education (MACTE) is a state affiliate of the American Association of Colleges for Teacher Education (AACTE).



Council for the
Accreditation of
Educator Preparation

CAEP Standard 1

Teachers Know Their Content and Teach Effectively

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The Self Study – Standard 1 (Sample 1) EPP Created Assessments

- Create a folder in the Evidence Room for all EPP created assessments
 - Sub-folders would hold each of the EPP created assessments and for each assessment the following would be included:
 - Narrative specific to administration and purpose of the assessment
 - Point or points when assessment is administered
 - Purpose of assessment and use for decision making
 - Narrative specific to information provided to candidates
 - Candidates given a description of purpose of the assessment
 - Expectations and level of performance are identified (What is the minimal level of sufficiency?)

The Self Study – Standard 1 (Sample 2)

EPP Created Assessments

- Description of or plan for the establishment of (at minimum) content validity using a research-based methodology
- Description of or plan for the establishment of inter-rater reliability
- Copy of the assessment
 - Each indicator tagged to a specific CAEP Component
 - For Component 1.1
 - » Tag each indicator to InTASC Standard and CAEP Component
 - » EPP electing the feedback option – tag to InTASC, CAEP, and state standards
 - Scoring Guide or Rubric defining the at least the minimum level of sufficiency for each indicator
 - Data chart (tagged) and disaggregated by specialty licensure area
- EPP created assessments are evaluated using the CAEP Evaluation Rubric

Submission of Self Study – Standard 1

- Self-study is submitted by Standard or Claims
 - Specialty area evidence is disaggregated and submitted as part of CAEP Standard 1
 - Data submitted as evidence for CAEP Standard 1 is embedded into the narrative text of the report
 - Only evidence specific to components of Standard 1 is submitted –
 - EPPs submit only data specific to the component
 - Requires EPPs to disaggregate data from assessments/data charts specific to that component
 - Evidence based case is made for meeting Standard 1

The Self Study – Standard 1 Proprietary Assessments (Sample 3)

- Proprietary assessments are assessments used by the EPP where the property rights to the assessments are owned by another entity such as -
 - State required licensure test
 - edTPA or PPAT
 - State surveys
 - Any state data provided for Standard 4
- For Proprietary assessments, the EPP provides validity and reliability information from the owner of the assessment if the information is available
- Proprietary assessments **are not** subject to review using the CAEP Evaluation Rubric

Sample of Proprietary Assessments – State Licensure Exams



| Academic Years | Number of Students | Qualifying Score | Mean | National Median | Range EPP | % of Candidates Passing |
|---|--------------------|------------------|------|-----------------|-----------|-------------------------|
| Early Childhood | | | | | | |
| 2011-2012 | N = 35 | 160 | 172 | 177 | 152-186 | 100% |
| 2012-2013 | N = 33 | 160 | 169 | 176 | 158-172 | 100% |
| 2013-2014 | N = 31 | 160 | 168 | 176 | 152-183 | 100% |
| Elementary Education (sub-test listed below) | | | | | | |
| Reading and Language Arts | | | | | | |
| 2011-2012 | N = 22 | 157 | 165 | No data | 153-174 | 100% |
| 2012-2013 | N = 27 | 157 | 160 | No data | 157-172 | 100% |
| 2013-2014 | N = 25 | 157 | 162 | No data | 155-170 | 100% |
| Mathematics | | | | | | |
| 2011-2012 | N = 22 | 157 | 165 | No data | 153-171 | 100% |
| 2012-2013 | N = 27 | 157 | 162 | No data | 155-170 | 100% |
| 2013-2014 | N = 25 | 157 | 158 | No data | 150-162 | 100% |
| Social Studies | | | | | | |
| 2011-2012 | N = 22 | 155 | 158 | No data | 149-162 | 100% |
| 2012-2013 | N = 27 | 155 | 157 | No data | 150-162 | 100% |
| 2013-2014 | N = 25 | 155 | 159 | No data | 146-169 | 100% |
| Science | | | | | | |
| 2011-2012 | N = 22 | 159 | 161 | No data | 149-168 | 100% |
| 2012-2013 | N = 27 | 159 | 164 | No data | 151-170 | 100% |
| 2013-2014 | N = 25 | 159 | 163 | No data | 155-169 | 100% |

Submission of Self Study – Standard 1

- Standard Evidence
 - Each component should be addressed (1.1–1.5) and data supporting each component are embedded in text
 - Threads of diversity and technology are also addressed
 - After data are reported in Standard 1, the same data are referenced in supporting of other standards (*not represented or repeated, but referenced*)
 - Most candidate based data are reported in Standard 1
 - Prompts or questions will be provided to aid EPPs in organizing their answers and data

Standard 1 – Component 1.1

- Candidates **demonstrate** an understanding of the **10 InTASC standards** at the appropriate progression level(s) [\[i\]](#) in the following categories: *the learner and learning; content; instructional practice; and professional responsibility*
 - Must provide evidence for each category of InTASC Standards
 - Learner and Learning
 - Content
 - Instructional practice
 - Professional responsibility
 - **Do Not** have to address each of the 10 InTASC Standards just provide evidence in each category (still tag by InTASC standard number)
 - All data are disaggregated by licensure area

Standard 1 – Component 1.1

- **Types of evidence for the learner and learning**
 - Clinical Experience Observational Instrument
 - Lesson and/or unit plans
 - Portfolios – specific portion dedicated to learner and learning
 - Teacher Work Sample
 - Content Knowledge Licensure Test (sub-scores)
 - Pedagogical Content Licensure Test
 - GPA
 - Courses listed specific to the learner and learning
 - Content specific methods courses that have learner development embedded into the coursework

Sample chart

ASSESSMENT #1: CLINICAL OBSERVATION INSTRUMENT DATA

Disaggregated data by specialty licensure areas

Multigrade Data Cluster

| Tag CAEP | Tag InTASC | Tag State | Item on Instrument | EPP Mean | | Elementary | | Early Childhood | | Physical Education | | Music Education | | Art Education | | Dance Education | |
|----------|------------|-----------|---|---------------------------|---------------------------|----------------------------|-----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | 2013 N = M = | 2014 N = M = | 2013 N = M = | 2014 N = M = | 2013 N = M = | 2014 N = M = | 2013 N = M = | 2014 N = M = | 2013 N = M = | 2014 N = M = | 2013 N = M = | 2014 N = M = | 2013 N = M = | 2014 N = M = |
| 1.1 | 1 | | Develops learning experiences which are appropriate for the subject and grade level and are connected appropriately to the standards. | 2013 N = 23 M = 3.2 | 2014 N = 26 M = 3.4 | 2013 N = 133 M = 3.4 | 2014 N = 126 M = 3.59 | 2013 N = 96 M = 3.1 | 2014 N = 93 M = 2.9 | 2013 N = 12 M = 3.0 | 2014 N = 14 M = 3.3 | 2013 N = 11 M = 3.2 | 2014 N = 16 M = 3.1 | 2013 N = 5 M = 2.9 | 2014 N = 8 M = 3.0 | 2013 N = 6 M = 3.1 | 2014 N = 7 M = 3.2 |
| 1.1 | 8 | | Uses discussion strategies to promote high-level thinking through accountable talk and academic conversation. | 2013 N = 23 M = 3.0 | 2014 N = 26 M = 3.1 | 2013 N = 133 M = 2.8 | 2014 N = 126 M = 2.9 | 2013 N = 96 M = 2.7 | 2014 N = 93 M = 2.6 | 2013 N = 12 M = 2.5 | 2014 N = 14 M = 2.7 | 2013 N = 11 M = 2.4 | 2014 N = 16 M = 2.9 | 2013 N = 5 M = 2.7 | 2014 N = 8 M = 2.8 | 2013 N = 6 M = 2.4 | 2014 N = 7 M = 2.6 |
| 1.1 | 9 | | Participates in school-related professional development opportunities. | 2013 N = 23 M = 3.7 | 2014 N = 26 M = 3.8 | 2013 N = 133 M = 3.5 | 2014 N = 126 M = 3.4 | 2013 N = 96 M = 3.7 | 2014 N = 93 M = 3.6 | 2013 N = 12 M = 3.5 | 2014 N = 14 M = 3.2 | 2013 N = 11 M = 3.2 | 2014 N = 16 M = 3.4 | 2013 N = 5 M = 3.5 | 2014 N = 8 M = 3.6 | 2013 N = 6 M = 3.4 | 2014 N = 7 M = 3.3 |

Standard 1 – Component 1.1

- **Types of evidence for Content Knowledge**
 - Content Knowledge Licensure Test
 - Clinical Experience Observational Instrument with items specific to the application of content knowledge
 - Lesson and/or unit plans
 - GPA
 - Courses listed specific to content knowledge
 - Data chart to include mean GPA for education majors and non-majors in the same course(s)
 - Data disaggregated by specialty licensure area

Required Course - Sample Submission Chart

Cluster Multi-grade Cluster – Initial



| Discipline Specific Required Content Courses – Elementary Education | | | | |
|--|-----------------------------------|-----------------|-------------------|------------------|
| <i>Course Number and Name</i> | <i>Catalog Course Description</i> | <i>Tag CAEP</i> | <i>Tag InTASC</i> | <i>Tag State</i> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Discipline Specific Required Content Courses – Early Childhood | | | | |
| <i>Course Number and Name</i> | <i>Catalog Course Description</i> | | | |
| | | | | |
| | | | | |
| | | | | |
| Discipline Specific Required Content Courses – Physical Education | | | | |
| <i>Course Number and Name</i> | <i>Catalog Course Description</i> | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |





GPA Content – Sample Data Chart

Appendix B (cont.)

Guidelines for Using and Reporting GPAs as Evidence

Sample of Data Table for Discipline Specific Content Courses Mean GPAs

Cluster 2 - Secondary

| Content Area | N for Teacher Candidates by Year | | | Mean GPA for Teacher Candidates By Year | | | N for Non-Teacher Candidates by Year | | | Mean GPA for Non-teacher Candidates by Year | | |
|--|----------------------------------|------|------|---|------|------|--------------------------------------|------|------|---|------|------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2014 | 2015 |
| History | 7 | 8 | 6 | 3.1 | 3.0 | 3.3 | 127 | 99 | 145 | 2.8 | 2.6 | 2.9 |
| English | 12 | 13 | 15 | 2.5 | 2.7 | 2.4 | 104 | 72 | 98 | 3.3 | 3.5 | 3.2 |
| Math  | 4 | 1 | 1 | Aggregated for 3 yrs. 3.2 | | | 61 | 45 | 51 | 2.5 | 2.1 | 2.6 |
| Science/Physics | 1 | 0 | 2 | Aggregated for 3 yrs. 3.0  | | | 56 | 22 | 25 | 2.3 | 2.7 | 3.3 |

Standard 1 – Component 1.1 (cont.)

- **Types of evidence for Instructional Practice**
 - Assessment
 - Teacher Work sample
 - Impact of student learning instruments
 - Portfolios
 - Lesson and/or unit plans
 - Planning for Instruction
 - Lesson and/or unit plans
 - Portfolios
 - Work Samples

Standard 1 – Component 1.1 (cont.)

- **Types of evidence for Instructional Practice**
 - Instructional Strategies
 - Clinical Observation Instruments
 - Lesson and/or unit plans
 - Portfolios
 - Focus teaching experiences
 - Video analyzes

- **Types of evidence for Professional Responsibility**
 - Dispositional instruments
 - Professional Development data
 - Clinical Observational Instruments

General Rules for Standard 1

- **All data** must be disaggregated by specialty licensure area in Standard 1.
- At **least three cycles** of data are required. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
- Cycles of data must be **sequential and be the latest available**.
- EPP created assessments should be scored at the minimal level of sufficiency on the **CAEP Instrument Rubric**.
- **All components** must be addressed in the self study.
- Evidence from Standard 1 is cited in support of continuous improvement and part of an overall system of review (Standard 5).
- There are **no required components** for Standard 1.

CAEP SUFFICIENT LEVEL

DRAFT Component 1.1 (Sample 4)

- At least three cycles of data/evidence are presented and analyzed
- All four of the InTASC categories are addressed with multiple indicators across the four categories
- InTASC category of Instructional Practice is addressed from clinical experiences
- Multiple indicators/measures specific to application of content knowledge in clinical settings are identified with performance at or above the acceptable level on rubric indicators
- Data/evidence are analyzed including identification of trends/patterns, comparisons, and/or differences
- Interpretations and conclusions are supported by data/evidence
- Class average at or above acceptable levels on the EPP scoring guide indicators specific to the four categories of InTASC Standards
- If applicable, demonstration that candidate performance is comparable to non-candidates performance in the same courses or majors
- Specialty licensure area performance indicates competency and is benchmarked against the average licensure area performance of other providers (comparisons are made with scaled scores and/or state/national data when available)

Standard 1 – Component 1.2

- Providers ensure that completers **use research** and evidence to develop an **understanding of the teaching profession** and use both to **measure their P-12 students' progress** and their own **professional practice**.
- **Types of evidence**
 - Portfolio
 - Reflections or narratives
 - Work Samples
 - Pre & Post data
- Demonstrates use of data for instructional decision-making; research evidence is cited in narratives (e.g., edTPA, PPAT, reflections, or portfolios)
 - Criteria identified and expectations defined

Component 1.2 - (Sample 5)

- **Measures or Types of Evidence**

- Candidates use of research and evidence for planning, implementing, and evaluating students' progress
- Candidates use of data to reflect on teaching effectiveness and their own professional practice with performance at or above acceptable levels on rubric indicators
- Candidates use of data to assess P-12 student progress and to modify instruction based on student data (data literacy)

- **CAEP Sufficient Level**

- At least three cycles of data/evidence are presented and analyzed
- Data/evidence document effective candidate use of research and evidence for planning, implementing, and evaluating students' progress, with performance at or above acceptable level on rubric indicators
- Data/evidence document effective candidate use of data to reflect on teaching effectiveness and their own professional practice with performance at or above the acceptable level on rubric indicators
- Data/evidence document effective candidate use of data to assess P-12 student progress and to modify instruction based on student data (data literacy), with performance at or above acceptable level on rubric indicators

Standard 1 – Component 1.3

- Providers ensure that candidates **apply content and pedagogical knowledge** as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
- **Types of evidence**
 - SPA Program Reports
 - Alignment with state standards
 - Evidence of meeting specific state requirements (i.e. anti-bullying training, etc.)
 - National Board for Professional Teaching Standards

Standard 1 – component 1.3 (Sample 6)

• Measures or Types of Evidence

- SPA reports
- Other specialty area accreditor reports
- Specialty area-specific state standards achieved OR evidence of alignment of assessments to other state/national standards
- Number of completers who have been awarded National Board Certified Teacher (NBCT) status by the National Board for Professional Teaching Standards (NBPTS)

Note: Trends and comparisons within and across specialty licensure area data should be made.

• CAEP Sufficient Level

- At least three cycles of data/evidence are analyzed
- At least one source of evidence that candidates apply content and pedagogical knowledge at specialty licensure area levels (SPA or state reports, disaggregated specialty licensure area data, NBCT actions, etc.)
- A majority (51% or above) of SPA program reports have achieved National Recognition –
- **OR** documentation is provided on periodic state review of program level outcome data
- Answers specific to specialty licensure area questions are complete and supported by an analysis and accurate interpretation of specialty licensure area data
- Comparisons are made and trends are identified across specialty licensure areas based on data
- Assessments submitted for the Program Review with Feedback option are at the minimal level of sufficiency

Standard 1 – Component 1.4

- Providers ensure that candidates **demonstrate skills and commitment** that afford **all P-12 students** access to **rigorous college- and career-ready standards** (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
- **Types of evidence**
 - Clinical Experience Observational Instruments
 - Lesson and/or unit plans
 - Portfolios
 - Focus teaching experiences
 - Video analyzes

Standard 1 – component 1.4 (Sample 7)

Measures or Types of Evidence

- Observational instruments
- Lesson or unit plans
- Work samples
- Portfolios (such as edTPA or PPAT)

NOTE: Component 1.4 emphasizes college- and career- ready preparation and making that level of instruction available for all P-12 students. All states have standards specific to college- and career- readiness and EPPs should begin with their state specific standards.

CAEP Sufficient Level

- At least three cycles of data/evidence are presented and analyzed
- Multiple indicators/measures specific to evaluating proficiencies for college- and career- readiness are scored at or above the EPP scoring guide indicators at the minimal level of sufficiency (acceptable level):
 - Candidate's ability to provide effective instruction for all students (differentiation of instruction)
 - Candidate's ability to have students apply knowledge to solve problems and think critically
 - Candidate's ability to include cross-discipline learning experiences and to teach for transfer of skills
 - Candidate's ability to design and implement learning experiences that require collaboration and communication skills

Standard 1 – Component 1.4 (cont.)

- Demonstrate the following
 - Engage all students in critical thinking activities, cogent reasoning, and evidence collection
 - Assess P-12 student mastery of multiple standards, checking for student learning
 - Analyze and interpret student data
 - Use assessment and student data to differentiate learning

Standard 1 – Component 1.5

- Providers ensure that candidates **model and apply** technology standards as they design, implement and assess learning experiences to **engage students** and improve learning; and **enrich professional practice**.
- Types of evidence
 - Clinical Experience Observational Instrument
 - Lesson and/or Unit plans
 - Portfolio
 - Teacher Work Sample with evidence of application and use of technology
 - Technology Key Assessment
 - Candidates use of technology to track student progress
 - Candidates use of technology to communicate student progress

Standard 1: Component 1.5 (Sample 8)

Measures or Types of Evidence

- Student use of technology
- Technology use aligned with lesson objectives
- Technology used to differentiate instruction
- Technology used to track student progress
- Technology used to communicate with other stakeholders
- Technology used to enhance lesson

CAEP Sufficient Level

- At least three cycles of data/evidence are presented and analyzed
- Exiting candidates model and apply technology standards (e.g., ISTE) in coursework and clinical experiences
- Candidates demonstrate knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources with performance at or above the acceptable level on rubric indicators
- Candidates demonstrate the ability to design and facilitate digital learning with performance at or above the acceptable level on rubric indicators
- Candidates demonstrate the ability to track and share student performance data digitally with performance at or above the acceptable level on rubric indicators
- Technology aligns with lesson objectives and enhances student learning

Self Study – Standard 1

- After addressing each component of the Standard, present the summary case for having met the Standard based on the evidence
 - Cite the data specifically when making the case
 - Provide specific examples on how data were used to make program or EPP level changes
 - Identify both strengths and areas for improvement based on evidence
 - Compare and contrast data across specialty areas
 - Note trends

Self Study – Specialty Area Data

- At the end of Standard 1
 - Separate section specific to the disaggregated data by specialty licensure area
 - EPPs will address and answer specific questions on how the disaggregated data by specialty licensure area informed EPP and program area decisions
 - Based on the analysis of the disaggregated data, how have the results from the specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?
 - Address trends across licensure areas
 - Address any areas of concern or strengths
 - What has been learned about individual licensure areas based on the disaggregated data
 - Based on the analysis of the disaggregated specialty licensure area data, how have individual licensure areas used data for change?
 - Provide examples of individual licensure area changes based on the analysis



**Q
&
A**



**Council for the
Accreditation of
Educator Preparation**

Standard 2: Partnership for Practice

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Standard 2: Clinical Partnerships and Practice

- **Standard 2: Clinical Partnerships and Practice** - *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on **all** P-12 students' learning and development.*

General Rules For Standard 2

- At least three cycles of data are required. If a revised assessment is submitted with less than 3 cycles of data, data from the original assessment should be submitted.
- Cycles of data must be sequential and be the latest available.
- EPP created assessments should be scored at the minimal level of sufficiency based on the CAEP Assessment Rubric.
- All components must be addressed in the self study.

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

| Measures or Types of Evidence | Minimal Level of Sufficiency |
|--|--|
| <ul style="list-style-type: none"> • Description of partnerships (e.g., MOU) along with documentation that partnership is being implemented as described • Schedule of joint meetings between partners and purpose/topics covered in meetings • Field experience handbooks (section(s) specific to component) • Documentation of stakeholder involvement • Documentation of a shared responsibility model • Documentation of a technology-based collaborations • Evidence that placements, observational instruments, and evaluations are co-constructed by partners • Criteria for candidate expectations during clinical experiences are co-constructed and identified on evaluation instruments | <ul style="list-style-type: none"> • Evidence that P-12 schools and EPPs have both benefitted from the partnership • Evidence that a collaborative process is in place and is reviewed annually • Input from P-12 teachers and/or administrators is regularly (at least twice a year) sought for candidate preparation including criteria for entry/exit into clinical experiences <p>Documentation is provided for a shared responsibility model that includes the components listed</p> <ul style="list-style-type: none"> • Co-construction of instruments and evaluations • Co-construction of criteria for selection of mentor teachers • Involvement in on-going decision-making • Input into curriculum development • EPP and P-12 educators provide descriptive feedback to candidates • Opportunities for candidates to observe and implement effective teaching strategies linked to coursework |

Component 2.2: Partners co-select, prepare, evaluate, support and retain high quality clinical educators, both EPP and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based application to establish, maintain and refine criteria for selection, professional development, performance evaluation, continuous improvement and retention of clinical educators in all clinical placement settings.

- **Measures or Types of Evidence**

- Clinical educator and clinical placement characteristics with co-selection, based on shared criteria
- Criteria for selection of clinical educators, including recent field experience and currency in relevant research
- Resources are available online
- Orientation of clinical educators is available in person and online
- Performance evaluations of university supervisors, clinical educators, and candidates are shared
- Surveys of clinical educators (P-12 based and EPP based) and candidates on quality of and consistency among clinical educators
- Data are collected and used for modifying clinical experiences
- Records of remediation and/or counseling out

- **Clinical educators**

- Training and coaching of clinical educators is available in person and online
- Joint sharing of curriculum development/design/redesign between provider and site

Component 2.2: Partners co-select, prepare, evaluate, support and retain high quality clinical educators, both EPP and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based application to establish, maintain and refine criteria for selection, professional development, performance evaluation, continuous improvement and retention of clinical educators in all clinical placement settings.

CAEP SUFFICIENT LEVEL

- EPP and P-12 clinical educators and/or administrators co-construct criteria for selection of clinical educators and make co-selections
- School-based clinical educators evaluate EPP-based clinical educators and candidates and results are shared
- EPP-based clinical educators and candidates evaluate school-based clinical educators and results are shared
- Data collected are used by EPPs and P-12 clinical educators for modification of selection criteria, determining future assignments of candidates, and changes in clinical experiences
- Resources and professional development opportunities are available on-line to ensure access to all clinical educators
- All clinical educators receive professional development and are involved in creation of professional development opportunities on the use of evaluation instruments, professional disposition evaluation of candidates, specific goals/objectives of the clinical experience, and providing feedback

2.3 *The provider works with partners to design clinical experiences of sufficient depth, breadth, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

- To examine clinical experiences, providers should ensure that these experiences are deliberate, purposeful, sequential, and assessed using performance-based protocols.
- Description of clinical experience goals and operational design along with documentation that clinical experiences are being implemented as described; scope and sequence matrix that charts depth, breadth and diversity of clinical experiences; chart of candidate experiences in diverse settings; monitoring of candidate progression and counseling actions; application of technology to enhance instruction and P-12 learning for all students.

| Types of Clinical Experiences | Duration for each type of clinical experience | | Experiences in Diverse Settings | | | | |
|---------------------------------|---|------------------|--|-------|-------------------|---------|-----|
| | Name of Course and Total # of hours | # of days or wks | Report the % of schools in each of the following categories (Urban/rural; SES – Title 1; Race/Ethnicity) | | | | |
| | | | Urban | Rural | Race or Ethnicity | Title 1 | ELL |
| Class Observations | | | | | | | |
| Individual student observations | | | | | | | |
| Tutoring | | | | | | | |
| Small group | | | | | | | |
| Teacher Aide | | | | | | | |
| Clinical Practice (Field work) | | | | | | | |
| Internship/student teaching | | | | | | | |
| Teacher of Record | | | | | | | |
| Afterschool programs | | | | | | | |

| Name and Number of clinical experience (class where it is required or a stand alone clinical experience) | Type of clinical experience from the previous chart | Specific objective(s) for each of the listed clinical experiences | Assessments aligned with objectives for each identified clinical experience | Any required use of technology in the clinical experience |
|--|---|---|---|---|
|--|---|---|---|---|

Breadth, Depth and Coherence of Experiences for EPP wide Clinical Experiences

| | | | | |
|---|---|--|--|--|
| EDUC 100 – Intro. To Education | Class observations | | | |
| EDUC 200 – Reading for the subject area | Individual student tutoring | | | |
| EDUC 266 – Working with ELL students | Small group instruction | | | |
| EDUC 350 – Field Work | Teacher Aid and whole group instruction | | | |

| Name and Number of clinical experience for specific licensure areas (class where it is required or a stand alone clinical experience) | Type of clinical experience specific to the licensure area & # of hours | Specific objective(s) for each of the listed licensure area clinical experiences | Assessments aligned with objectives for each identified licensure area clinical experience | Any required use of technology in the licensure area clinical experience |
|---|---|--|--|--|
|---|---|--|--|--|

Breadth, Depth and Coherence of Experiences for Specialty Licensure Areas Clinical Experiences

| | | | | |
|---------------------|---|--|--|--|
| Math 320 | Class observations | | | |
| Early Childhood 422 | Individual student tutoring | | | |
| Music 112 | Small group instruction | | | |
| ELEM 488 | Teacher Aid and whole group instruction | | | |

2.3 *The provider works with partners to design clinical experiences of **sufficient depth, breadth, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

CAEP SUFFICIENT LEVEL

- Evidence documents that all candidates have active clinical experiences in diverse settings
- Attributes (depth, breath, diversity, coherence, and duration) are linked to student outcomes and candidate performance documented in Standard 1
- Evidence documents that candidate have purposefully assessed impact on student learning and development with both formative and summative assessments in more than one clinical setting:
 - used two comparison points
 - used the impact data to guide instructional decision-making
 - modified instruction based on impact data
 - differentiate instruction
- Evidence documents that both candidates and students have used technology to enhance learning
- Evidence documents that candidates have used technology to track student progress and growth
- Specific criteria for appropriate use of technology are identified
- Evidence documents a sequence of clinical experiences that are focused, purposeful, and varied with specific goals
- Clinical experiences include focused teaching experience where specific strategies are practiced
- Clinical experiences are assessed using performance-based criteria
- Candidates are assessed throughout the program with data supporting increasing levels of candidate competency
- Evidence documents the relationship between clinical experiences and coursework (coherence)

Analysis and Conclusions

Guiding Questions

1. Using all accumulated information on the charts, what conclusions does the EPP reach about the sufficiency of the clinical experiences it offers?
2. What is there about the experiences (i.e., depth, breadth, diversity, coherence and duration) that can be associated with the observed outcomes and ultimately the positive impact on P-12 student learning?
3. What features of breadth, depth, etc., have changed over the past three years in the EPP and what differences have the changes made?
4. **Possible TI study:** Select one facet (only) of breadth, depth, etc. and use data to link assessment outcomes from Chart 2, to Standard 4, Standard 1, and component 3.4 to document sufficiency.

Questions reviewers will ask specific to Standard 2 -

- Are candidates having direct experiences in a variety of settings with P-12 students? How have candidates learned whether the students are learning?
- Is there evidence that the curriculum is integrated across courses and clinical experiences – emphasizing the same topics, illustrating the same perspectives?
- Is there evidence that collaboration between EPP and school faculty is yielding constructive learning experiences for candidates?
- Are the opportunities for candidates to practice and reflect advancing candidate preparation as intended?
- Are there assessments at key points to demonstrate candidate developing skills, knowledge and dispositions? What evidence do the assessment show specific to candidate growth?



Q

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A



Council for the
Accreditation of
Educator Preparation

CAEP Standard 3 & Report from Teacher Preparation Analytics

Stevie Chepko, CAEP
Sr. VP for Accreditation

Standard 3 – Candidate Quality, Recruitment and Selectivity

- Standard 3: The provider demonstrates that the quality of candidates is continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

General Rules for Standard 3

- At least **three cycles** of data must be submitted. If revised assessment is submitted with less than three cycles of data, data from the original assessment should be submitted.
- Cycles of data must be **sequential** and be the **latest available**.
- EPP-created assessments should be scored at the **CAEP Sufficient Level** as defined on the CAEP Assessment Evaluation Rubric.
- All components must be addressed.
- **Component 3.2 is required.**

Component 3.1: The provider presents a plan and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflect the diversity of American’s P-12 students. The provider demonstrates efforts to know and address community, state, national, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Types of Evidence

Minimal Level of Sufficiency

Strategic Recruitment plans

- Resources moving toward target areas of STEM, ELL, and students with disabilities
- Evidence of marketing and recruitment of racially and culturally diverse candidates
- Evidence of collaboration with other providers
- Employment needs in area hard-to-staff schools

Report on –

- Application, acceptance and enrollment rates
- Disaggregation of data by such things as SES, gender, ethnicity, and others

- Recruitment plan with baseline points
- Disaggregated data on applicants
- Recruitment results are recorded, monitored and used
- Knowledge of and action that address employment opportunities
- STEM, ELL, special education, & hard-to-staff schools are explicitly addressed
- Recruitment plan and its implementation have moved the provider to goal of greater candidate diversity
- Evidence that the provider monitors the influence of employment opportunities and enrollment patterns.

Required Component 3.2

- Component 3.2 – The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gather data to monitor applicants and the selected pool of candidates. The provider ensures that the average GPA of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0 and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT or GRE:
 - Is in the top 50% from 2016-2017 (currently frozen at this level)

Component 3.2 – Research TPA

- **Charge to Teacher Preparation Analytics**
 - To investigate the viability of CAEP's benchmarks as identified in option 1 of component 3.2
 - To inform the CAEP Board of Directors' discussion and final action on component 3.2
 - Four streams of evidence were used
 - In-depth literature review
 - Empirical data from selected states
 - Extensive survey of all CAEP EPPs (national and international)
 - Interviews with selected EPP leaders

Study Components

- **Review of empirical research literature on relationship between academic achievement of teacher candidates and subsequent performance**
 - Review studies that employed measures of academic achievement
 - Explore relationship between academic achievement and
 - Retention and completion
 - Earned GPA
 - Performance on licensure examinations
 - Performance of program candidates and graduates in P-12 classrooms
 - Evidence of P-12 learning
 - Choice of teaching fields and levels

Study Components (cont.)

- **Empirical data from North Carolina, Washington, and New York City**
 - Within samples data are disaggregated by EPP, race/ethnicity, teaching level/field, and completer status
 - Simple cross tabulations between SAT/ACT scores with outcomes such as graduation/program completers, teacher persistence, and teacher value-added scores
 - Not a causal relationship, but whether or not a correlation may be a possibility
 - Explored the historical relationship on enrollment of various subgroups if no other measures have been taken to increase recruitment of subgroups

Study Components (cont.)

- **Survey results**

- 912 CAEP constituents (57% return rate on first question and 26% on last question)
- 26 item survey
- Included national, international, & alternative routes
- Illuminate practices of EPPs in the use of standardized entrance examination scores
- Low return rate – survey did not provide scientifically valid representation of the population sample
- Provide context on the experiences and attitudes of reasonable large number of respondents

Study Components (cont.)

- **Telephone Interviews**

- Purposely selected 5 deans or directors from HBCUs, Research 1 universities, small colleges, alternative route programs, & state universities
- Purpose was to gain a more nuanced understanding than provided from survey data
 - Challenges various preparation programs face in raising program admission standards
 - Effects of raising standards in EPPs that have done so
 - Attitudes toward CAEP Component 3.2

On-going Focus Groups (CAEP Sponsored)

- CAEP sponsoring or have sponsored a series of focus groups on component 3.2
 - AACTE
 - National Board
 - CAEPCon
 - State Clinic

Review of Research Literature on Component 3.2

- **110 research reports, studies, and monographs**
 - Identified quantitative studies that were peer-reviewed and reasonably sized study population
 - Included numerous publications on value-added research that included teacher characteristics as explanatory or control variables
 - **4 broad areas for review**
 - Studies on predictive validity of standardized tests consider for admission into higher education
 - Standardized tests in other professions and their relationship
 - Research into postsecondary level academic performance of students who take teacher tests
 - Studies/reports about teacher characteristics relevant to teaching effectiveness and persistence in profession (subject area/teaching level)

Criteria for Inclusion in Review of Literature

- Included
 - Identify quantitative studies
 - Peer reviewed
 - Reasonably sized study population
 - Focused on predictive validity of standardized tests
 - Included research studies specific to value-added data related to teacher characteristics
- Excluded
 - Studies that focused on a single institution
 - Small number of students, candidates, or teachers
 - Studies not specific to academic achievement

Relationship of Teacher Academic Characteristics and Ability to Student Achievement

- Findings:
 - Multiple studies show that measures of teacher verbal ability are associated with student achievement
 - Fewer studies find evidence of the same connection between math and student math achievement
 - Several studies found a link between teachers academic characteristics and student outcomes specific to “at risk” students
 - National Research Council (2010)
 - Preparation programs should attract and select academically able teacher candidates

Relationship of Teacher Academic Characteristics and Ability to Student Achievement

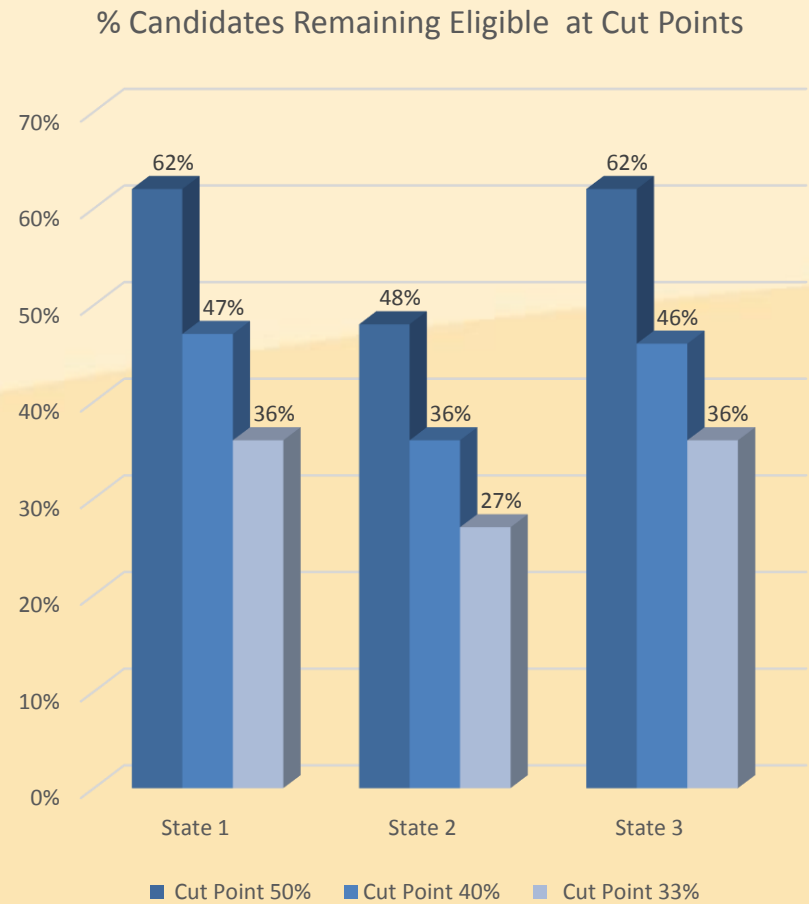
- Harris and Sass (2008) found exceptions to the overall findings
 - Used Florida's extensive "data warehouse" to analyze relationships between teacher preparation and K-12 student achievement
 - Found that teacher SAT scores were not related to value-added outcomes of students after controlling for other variable in the explanatory model
 - Overall undergraduate GPA was relevant to student learning outcomes

Predictive Validity of SAT/ACT and GPA

- Published research and reports support the predictive validity of nationally normed standardized tests such as the SAT and the ACT as good predictors of
 - College level performance and completion
 - Minimal “differential prediction” of college performance by student subgroups
 - Over-predicts college GPA for students from lower SES backgrounds, men, and for minority students
 - Under-predicts college GPA for women, white, and Asian students
 - A better predictor when combined with high school GPA

Potential Enrollment Impact of CAEP Component 3.2

- Collected data for the years 2000-2014 from three states specific to 50% level on nationally normed test
 - Ranged from 47% to 62% across the three states
 - Differences in average SAT or ACT scores based on
 - Racial/ethnic backgrounds
 - Different fields in education
 - Used 15 different EPPs in three states



Other Findings from the Three State Review

- In one state –
 - “The academic ability of both individuals certified and those entering teaching has increased since 1999.”
 - Change driven by state policy and increasing benchmarking scores at the state level
 - Change driven by changes at the federal level on program policies and practice
- In all three states
 - SAT highest percentile scores occurred in secondary education fields
 - SAT lowest percentile scores occurred in elementary education, special education, and physical education

Other Findings from the Three State Review

- All three states
 - SAT average was highest for white and Asian students
 - SAT average was lowest for African-American students
 - Students who identified as multiracial scored below white and Asian, but higher than African-American
- For Hispanic students
 - Varied from state to state
 - Closer to white students in one state
 - Closer to African-American students in two states

Other Measures

- Oklahoma General Education Test (OGET)
- Based on scores from 19 of their 23 EPPs
- Completed a study on the relationship of OGET test and ACT
 - Found a relationship (.76) between the ACT and OGET test
 - CAEP had two psychometric professionals review the data and study – agreed with the findings
 - CAEP accepted the OGET as an alternative measure
 - Benchmark was set at the 50% of ACT for the OGET test
 - All 19 EPPs reporting in Oklahoma were currently at the 50% and above level

Other Measures

- Currently ETS is completing a study using PRAXIS Core data and SAT scores
 - Report will be submitted to CAEP for review
 - Benchmark will be set for PRAXIS Core at the 50% and shared with the field
- Michigan has submitted their state test for review
 - Currently is being reviewed by two psychometric professionals for their recommendation
 - Michigan should have an answer by May

Concept: Retaining a Focus on Academic Achievement and Diversity

- The provider meets CAEP minimum criteria or state's minimum requirement for academic achievement, whichever are higher, and gathering data on the enrolled pool of candidates.
- The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments, **or** substantially equivalent state-normed **or** EPP administered assessments, of mathematical, verbal, and written achievement in the top 50% for college students.

Concepts (cont.)

- Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during the academic year.
- The provider determines whether the CAEP minimum criteria will be measured (1) at admission **OR** (2) at some other time prior to candidate exit at completion.

Component 3.3 – Additional Selective Factors

- Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Component 3.3: Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Types of Evidence

- Non-academic factors such as “Grit”, empathy, cultural awareness, commitment, etc.
- Measures must be grounded in research literature
 - Assessments used for non-academic admission criteria have established at minimum content validity
 - Protocols and criteria are established for interviews or other alternative forms of evaluation
 - Description of how these non-academic factors are applied at admission and monitored during preparation
 - Evidence is provided that supports the use of the identified criteria

Minimal Level of Sufficiency

- All general rules for the Standard 3 are met.
- The provider documents evidence of established non-academic criteria used during admissions.
- The provider’s rationale for established non-academic criteria makes an evidence-based case (existing literature or provider investigations) for the selection and implementation.
- The EPP monitors candidate progress on established non-academic criteria at multiple points and takes appropriate actions based on results.
- The provider associates/correlates non-academic criteria with candidate and completer performance.

Component 3.4 – Selectivity During Preparation

- The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.[ii]

Component 3.4: *The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.[ii]*

| Types of Evidence | Minimal Level of Sufficiency |
|--|---|
| <ul style="list-style-type: none"> • Ability to teach to college- and career-ready standards • Assessments of content knowledge • Assessments of pedagogical content knowledge • Assessment of pedagogical skills • Integration of technology with instruction • Impact on P-12 students • Criteria for retention, interventions, and/or counseling out | <ul style="list-style-type: none"> • All general rules for the Standard 3 are met. • The provider documents two or more measures/gateways of candidate progression (from key decision points). • The provider presents explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation. • Or evidence of developing proficiencies of candidates at two or more measures/gateways of candidate progression (from key decision points) in: <ul style="list-style-type: none"> • Ability to teach to college- and career-ready standards • Content knowledge • Pedagogical content knowledge; • Pedagogical skills • Integration of use of technology • Results and stated candidate progressions criteria align with evidence of actions taken such as the following: <ul style="list-style-type: none"> • Changes in curriculum or clinical experiences • Providing interventions |

Component 3.5 – Selection at Completion

- Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

Component 3.5: Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

Types of Evidence

- Pre-service measures of candidate impact such as work samples, PPAT, edTPA, assessment projects, etc.
- Capstone assessments such as teaching observations, lesson plans, unit plans, IEPs, etc.

Minimal Level of Sufficiency

[Evidence the same as that for 1.1]

- Evidence documents effective teaching, including positive impacts on P-12 student learning and development for all candidates as noted in Standard 1.

Component 3.6 – Selection at Completion

- Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Component 3.6: Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Types of Evidence

- Provider measure of topic knowledge of codes of ethics, professional standards of practice and relevant laws and policies, based on course materials/assessments
- Results of national, state, or provider-created instrument(s) to assess candidates' understanding of special education laws (section 504 disability) code of ethics, professional standards, and similar content.
- Evidence of specialized training (e.g., bullying, state law, etc.).

Minimal Level of Sufficiency

- All general rules for the Standard 3 are met.
- Evidence documents candidates' understanding of codes of ethics and professional standards of practice.
- Evidence documents candidates' knowledge of relevant laws and policies (e.g., 504 disability provisions, education regulations, bullying, etc.).



Council for the
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Measures of Teacher Impact on P-12 Students

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Standard 4: Completer Impact

- The provider:
 - **Demonstrates the impact of its completers** on P-12 student learning and development, classroom instruction, and schools,
 - **And the satisfaction** of its completers with the relevance and effectiveness of their preparation.

General Rules for Standard 4

- At least **three (3) cycles of data** are required. If a revised assessment is submitted with less than three (3) cycles of data, the data from the original assessment should be submitted.
- Cycles of data must be **sequential** and be the **latest available**.
- EPP created assessments should be **scored at the minimal level of sufficiency** using the CAEP Assessment Rubric
- **All components for Standard 4 must be met.**
- All phase-in requirements are met.

Component 4.1: The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures should include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

FOR EPPs THAT HAVE ACCESS TO OR LOCATED IN STATES THAT PROVIDE STUDENT-LEARNING GROWTH DATA

| <u>Types of Evidence</u> | <u>Minimal Level of Sufficiency</u> |
|---|---|
| Value-added modeling Student-growth percentiles Student learning State supported measures linked with teacher data | <ul style="list-style-type: none">• One or more measures of state-provided impact data are provided for completers• Analysis & interpretation of evidence are aligned to component & conclusions are supported with data• Context & description of the source of P-12 learning data are provided• Description & explanation are provided on the representativeness of the data |

Familiarity with State Provided Data (if the EPP has state data)

- Consider the following -
 - Proportion of the provider's completers for whom P-12 student growth measures are available
 - Level of state disaggregation of data for specific preparation fields
 - Number of years associated completer's performance
 - State criteria used to establish the minimum number of completers for whom data are provided
 - Level of context provided by states for completer data (degree of attrition, high-need schools, etc.)

Component 4.1: The provider documents, using multiple measures, that program completers contribute to an **expected level of student-learning growth**. Multiple measures should include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

FOR EPPs THAT DO NOT HAVE ACCESS TO STUDENT-LEARNING GROWTH DATA

| <u>Types of Evidence</u> | <u>Minimal Level of Sufficiency</u> |
|--|--|
| <p>Provider-conducted case studies of completers</p> <p>Completer-conducted action research</p> <p>Partnerships with individual school districts</p> <p>Use of focus groups, in-depth interviews, learning communities, blogs, electronic journals, videos, and others</p> | <ul style="list-style-type: none"> • At least one measure of impact data, utilizing research-based methodology, from a purposive sample of candidates • Analysis & interpretation of evidence are aligned to component & conclusions are supported with data (qualitative and/or quantitative) • Context & description of the source of P-12 learning data are provided • Description & explanation are provided on the representativeness of data |

Component 4.1

No State Data Available

- Standard 4 requires impact data, but does not require statewide data
 - Learning objectives to measure student growth (individual completers)
 - May vary from school to school or district to district
 - Use of multiple and varied measures provides a rich picture of completers' teaching effectiveness
 - EPPs with differing measures can contextualize results across completers and licensure areas
 - CAEP is aware that evidence from EPPs in states not providing student impact will have limitations. The focus needs to be on what EPPs will learn from completers they follow into the field.

Component 4.1

No State Data Available

- Other options available
 - Teacher-linked P-12 student learning data from selected school districts or individual schools
 - Purposive sample of completers (group of completers representing various licensure areas)
 - Need to be explicit about the sample being used
 - Case study or action research study
 - Student impact data could be aligned with teacher goals
 - Pre and post assessments could be used in lieu of state data
 - Multiple sources of impact data could be used (quantitative and qualitative)
 - Narrative data analyzed using a research-based methodology

Component 4.1

No State Data Available

- EPPs could form coalitions
 - Work with selected schools/districts to gather student growth data for multiple EPPs
 - Data are share across members of the coalition
 - Could include such things as observations, interviews, blogs, hosting focus groups, student surveys, etc.
- **Examples from the field –**
 - One EPP is working with a district as part of the new teacher induction process
 - Will follow all new teachers in the district
 - Will allow the EPP to make comparisons with other new teachers as well as their completers

Component 4.1

No State Data Available

- **Examples from the field -**

- EPP completed a case study specific to teaching strategies taught by the EPP to examine how effective candidates are implementing these teaching strategies

- Pilot with two completers
- Focus was on “Question Chains in Classroom Discourse”
- Plan is to increase the number of completers in the study
- Add other teaching strategies
- Will collect impact data in addition to narrative
- As the EPP noted:

“This experience has really served to open our eyes to the possibilities that exist in the absence of state generated data.” Nancy Wellenzohn at Canisius College

Component 4.1

No State Data Available

- **More examples from the field –**
 - Several EPPs are completing case studies with a small sample of completers
 - Collecting data from teacher created assessments
 - Using other measures of teacher effectiveness including observations (virtual and live)
 - Interviews both virtual and face to face
 - Several EPPs are using virtual environments for case study approach
 - Reflective journals/blogs
 - Virtual meetings via Skype or GOTO meetings
 - Learning communities with other first year completers

Component 4.2: The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Many of the same examples to be found for component 4.1 would apply to component 4.2 when state data are not available

Types of Evidence

Student surveys completed for sample of completers
Completer observations by EPPs or induction mentor (face to face or virtual)
School based observations
Observations completed by coalition members and shared

Minimal Level of Sufficiency

- Observations and/or student survey assessments measure the application of professional knowledge, skills, and dispositions with teaching effectiveness and/or P-12 student learning (state data or sample of completers by EPP)
- Student survey return rates were at an acceptable level and inclusive of most licensure areas
- Validity descriptions were appropriate and specific types of validity identified
- Interpretation of data were valid and supported by results

Component 4.3: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with completers' preparation for their assigned responsibilities in working with P-12 students.

Types of Evidence

- Employer satisfaction surveys (include instrument sampling, response rates, timing)
- Employer satisfaction interviews (include population represented, response rates, instrument content, timing)
- Employer satisfaction focus groups (include population represented, response rates, instrument content, timing)
- Employer satisfaction case studies (include description of methodology)

Minimal Level of Sufficiency

- Evidence employers perceive completers' preparation was sufficient for their job responsibilities
- Appropriate provider analysis and interpretation of results
- A system for the analysis, evaluation, and interpretation of data was described and conclusions were supported by the data
- Documentation is provided that the
 - System was identified for gathering data
 - Adequate response rates (20% or more) were achieved
 - Description was provided on the representativeness of the sample
 - Data specific to high need schools
 - Data specific to licensure areas were provided
 - Comparison points for data were provided
- Employment milestones including promotion, employment trajectory, and retention were provided for at least some completers and were analyzed appropriately
- For all narrative evidence, a research-based methodology was used for analysis

Component 4.4: *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Types of Evidence

- Completer satisfaction surveys (include instrument, sampling, response rates, timing)
- Completer satisfaction interviews (include population represented, response rates, instrument content, timing)
- Provider focus groups of employers (include population represented, response rates, instrument content, timing)
- Completer satisfaction case studies (include methodology)

Minimal Level of Sufficiency

- Evidence completers perceive their preparation was sufficient for their job responsibilities
- Appropriate provider analysis and interpretation of results
- Adequate and representative sample reflected in response
- Adequate response rates (20% or more) were achieved
- Analysis and interpretation of data are aligned with the intent of the standard/component and conclusions are supported by the data

Changes to Phase-In for Standard 4

The EPP develops an evidence plan to guide their accumulation of data documenting all components of Standard 4, drawing on state or district sources and their own:

- **Evidence plans** fro 2016 or 2017 – EPP develops an evidence plan for components of the Standard
 - Plans indicate successive movement toward relevant evidence that will document all components by 2018
 - There must be at least one data point by 2018
 - Plans indicate how content validity of the measures will be determined (“content validity” refers to the alignment of the assessment content with the Standard)
- **Self study** – plans with data are incorporated into self-study in 2017 and 2018
 - EPPs provide analyses, interpretations and documentation on how results are used fro program improvement
- **Site visitors** – review evidence plans as well as data collected by the time of the visit. Areas for improvement and stipulations will be noted.

Changes to Phase-In for Standard 4 (cont.)

- **Follow up –**
 - After the final accreditation decision, EPPs will report data specific to Standard 4 in the next three annual reports
- CAEP would phase-in the requirement in CAEP Standard 4 that “all components” must be met
 - There will be at least some evidence for each component of the Standard. Some evidence is defined as at least one data point
 - The evidence must be relevant to the component – evidence is aligned with the standard
 - The Accreditation Council could rule that Standard 4 as a whole is met even though there are AFIs for one or more components

Classifying States/Using State Data

- **CAEP will work with states to describe their practices specific to Standard 4 and CAEP will -**
 - Classify states based on their practices
 - Reviewers will have copies of the state specific practices to guide the review process
 - Classifications will ensure that all EPPs in the state are subject to the same CAEP transition guidelines
- **When relevant state or district data are shared with EPP –**
 - Shared state data will be accepted by CAEP that the component is met (even if state data is limited or incomplete)
 - EPP must present state or district data together with the analysis, interpretation and documentation of use of results



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CAEP Standard 5: Data-Driven Continuous Improvement

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Standard 5. Provider Quality Assurance and Continuous Improvement

- **The provider**

- maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development
- supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers.
- uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development

Common Rules for All CAEP Standards

- **All components of the standard** must be addressed in the self study report
- At least **three (3) cycles of data** are required. If a revised assessment is submitted with less than three (3) cycles of data, the data from the original assessment should be submitted.
- Cycles of data must be **sequential** and be the **latest available**.
- EPP created assessments should be **scored at the minimal level of sufficiency** using the CAEP Assessment Rubric

Special Rules for Standard 5

- Components **5.3 and 5.4** are required.
- Phase-in applies; **all phase-in requirements must be met**

Standard 5 Components

Quality and Strategic Evaluation

- 5.1: QAS uses multiple measures used for monitoring
- 5.2: QAS uses high-quality empirical evidence

Continuous Improvement

- 5.3: Regular and systematic progress checks and use of results
- 5.4: Benchmarking, sharing out, and using results of impact measures
- 5.5: Stakeholder input/ involvement

5.1: The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

Accreditation Manual (February, 2015), p. 109-110

Types of Evidence

- Description of how the evidence submitted in Standards 1-4 and other provider data are collected, analyzed, monitored, and reported
- Schedule for continuous review, together with roles and responsibilities of system users.

Minimal Level of Sufficiency

- Coherence
- Application across specialty license areas
- Support of targeted change
- Ability to analyze, collect, and report data
- Inclusion of processes to respond to inquiries
- Inclusion of processes for continuous review

5.2: The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Accreditation Manual (February, 2015), p. 110-111

Types of Evidence

- Description of developmental steps in constructing instruments
- Empirical/analytical data supporting the use of the instrument for its intended purposes
- Formal study of the alignment of instruments to their intended goals
- Implementation procedures and context
- Empirical evidence that interpretations of data are consistent and valid

Minimal Level of Sufficiency

- Relevant: Evidence is related to standard and assesses what it is claimed to be assessing
- Verifiable: Accuracy of sample of evidence in data files
- Representative: Samples are free of bias and typical of completed assessments, or limits to generalizability are clearly delineated
- Cumulative: Most assessment results are based on at least 3 administrations
- Actionable: Analyzed evidence is in a form that can guide the EPP decision-making
- Produces empirical evidence that interpretations of data are valid and consistent

5.3: The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

Accreditation Manual (February, 2015), p. 111-112

Types of Evidence

- Documentation of regular and systematic data-driven changes
- Well-planned tests of selection criteria and each data-driven
- Documentation of use of results of optional Early Instrument Evaluation review.

Minimal Level of Sufficiency

- Regular and systematic assessment and use of evidence collected for Standards 1-4, from the field, and as part of quality assurance system to improve candidate performance
- Several examples of changes clearly connected to data and goals
- Appropriate tests of effects of selection criteria and changes
- Evidence of improvement and overall positive trend of innovations
- Evidence of appropriate use of results of optional three year out review.

Required Component: 5.3

The Strongest Case also documents that:

- The EPP regularly and systematically identifies patterns across preparation programs (both strengths and weaknesses)
- Most changes and program modifications (80% or more) are linked back to evidence/data with specific examples provided
- Explicit and appropriate investigation of selection criteria used for Standard 3 in relation to candidate progress and completion

5.4: Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

Accreditation Manual (February, 2015), p. 112-113

Types of Evidence

- Documentation of the CAEP annual reporting measures
- Other evidence of EPP impact apart from the 8 annual measures, including:
 - Analysis of trends
 - Comparisons with benchmarks
 - Indication of changes made in EPP preparation curricula and experiences
 - Resource allocations and
 - Future directions

Minimal Level of Sufficiency

- Each measure of completer impact is benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction
- Several examples of program changes clearly connected to evidence, as appropriate to the phase-in policy
- Record of improvement based on these modifications

Required Component: 5.4

The Strongest Case also documents that:

- Trend analyses are accurate
- Performance is favorable in comparison to benchmarks
- Resource allocations correspond to improvement goals
- Future directions are informed by data
- Results for the 8 annual measures are posted on the EPP website and widely shared in other ways
- Program changes and modifications are directly linked to evidence/data with specific examples

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Accreditation Manual (February, 2015), p. 113-114

Types of Evidence

Documentation that stakeholders are involved.: Describe stakeholders and roles as relevant to specific examples of shared

- decision making and results,
- evaluation, and
- selection and implementation of changes for improvement.

Minimal Level of Sufficiency

- Representation of diverse and appropriate stakeholders including school/community partners, alumni, employers, practitioners, faculty, clinical educators
- Regular and appropriate involvement of above stakeholder groups in decision-making, evaluation, and continuous improvement

Phase-In Elements and Requirements

| Element | Requirements | Timeline (Calendar year) |
|-------------------|-------------------|---|
| Functioning QAS | Self-study Report | 2016 & 2017: submissions include both plans and progress 2018 and beyond: submissions show QAS is fully in place |
| | Annual Report | 2016 & 2017: submissions show progress toward full implementation |
| 8 Annual Measures | Annual Report | 2015 and beyond: submissions report results from data collection plan presented in 2014 annual report |



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Thank You

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Meeting the Challenges for Advanced Program Standards

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Overview of Session

- Working Group on Advanced Standards
 - Members of the Working Group
 - Role of Working Group
- Clinical Experiences
 - Definition of Clinical Experiences for Advanced Programs
 - Definition of a Supportive Environment
- Scope of Advanced Level Accreditation
 - Possible common assessments
 - Programs to be reviewed

Members of the Working Group

Gaetane Jean-Marie

Colleen MacKinnon

Kimberly King-Jupiter

Cindi Chance

Tom Borderkircher (chair)

Blake West

Monique Lynch

Denise Pearson

Rick Ginsberg

- University of Oklahoma
- University of Vermont
- Tennessee State University
- Georgia Regents University
- Woodrow Wilson Foundation
- NEA
- Walden University
- Winston-Salem State University
- University of Kansas

Process

- Working Group Made Suggestions
 - No binding decisions
 - Every aspect (policies and procedures) reviewed by the Accreditation Council and CAEP Board
 - Policy issues at the Accreditation Council and CAEP Board level
 - Procedures at the staff level
 - Field provided feedback over the fall

Timeline for Review

- Feedback on proposed policies
 - Fall of 2015 – Report from Working Group
 - Feedback on Advanced Standards closed in March
 - Spring of 2016 – Revision of Draft Guidelines based on feedback from the field
 - CAEP Board action in June 2016
 - Summer of 2016 – Draft of Advanced Standards Guidelines
- Fall of 2016
 - Advanced Standards process in the CAEP Accreditation Handbook
 - Phase-in plan similar to the initial phase-in plan will be in place

Timeline for Submission of Advanced Level Programs

- If the EPP's **self study** is due before September 1, 2017, the EPP **does not submit** the EPP's advanced level programs for review. The EPP's accreditation decision is based on initial level licensure areas only.
- **These initial licensure areas include -**
 - Any MAT or Post-baccalaureate licensure areas that lead to initial teaching licensure
- **What is not submitted before the September 1, 2017 –**
 - Add-on certifications for individuals who already have a licensure area certification
 - Any advanced level programs for already licensed teachers or administrators

Timeline for Submission of Advanced Level Programs

- If the EPP's **self-study** is due **after September 1, 2017**, the EPP must submit their advanced level programs as well as their initial licensure programs
 - If the **EPP's site visit is in the spring of 2018**, it will still depend on the self study due date. The self-study is submitted 8 months before the date of the site visit.
 - If the **EPP's site visit is in the fall of 2017**, the EPP's advanced level programs **will not be submitted** for review. Only the EPP's initial licensure areas will be submitted for review.

Self Study and Standards for Advanced Programs

- One self study submitted for all pathways
- EPPs address standards for both initial and advanced levels
 - Uploading of evidence/data/tables specific to standard and level in Evidence Room (Initial Evidence Room & Advanced Evidence Room)
 - EPP would make the case for meeting the standard at both the initial and advanced levels
- Reviewers
 - Provide an analysis of the strength of the evidence for both levels
 - Assign AFIs and stipulations
 - Do not make any recommendations specific to met or unmet standards

Clinical Experiences – Advanced Level

- Committee recommended the following:
 - *In the progression from generalist to specialist, clinical experiences should allow candidates to demonstrate their mastery of knowledge and problem-posing and problem-solving skills to apply their professional practice, demonstrating the capacity to perform a range of professional roles such as collaborator, mentor, facilitator, leader, and scholar-practitioner.*
 - Clinical practice to be redefined for advanced level programs to allow for the diversity and uniqueness of advanced level programs.

Clinical Experience - Redefined

For the purposes of advanced preparation, clinical experiences should provide opportunities for candidates in advanced level programs to practice and demonstrate their proficiencies on problems of practice appropriate for their field of specialization.

Clinical Experiences - Redefined

- These experiences should allow for authentic demonstration (professional practice) of mastery of their specialization (i.e., knowledge, skills, and dispositions) addressing problems of practice. For example:
 - Identify issue(s)
 - Consider multiple perspectives and collaborative approaches
 - Apply theory and research
 - Identify and leverage resources
 - Address potential impact
 - Make recommendations and consider implications for practice and policy.

Sample of Types of Clinical Experiences at the Advanced level

- Advanced candidates could –
 - Use their own classrooms or schools for clinical or field experiences
 - Conduct action research projects using their own classrooms or schools
 - Conduct collaborative problem-based projects with a school partner
 - Internships

Definition of a Supportive Learning Environment

- Advanced candidates serve as leaders, advocates, and systems change agents for P-12 schools. Educators use their understanding of stakeholder characteristics, needs, and multiple influences on P-12 student learning to create environments that are just, fair, caring, respectful, safe, and challenging for all students.
- They know about, understand, and value the complex characteristics of students, families, and communities. They leverage their knowledge, skills, and dispositions to establish a culture conducive to continuous improvement.

Assessing a Supportive Learning Environment

- Types of assessments that might be appropriate for the evaluation of a supportive learning environment
 - Surveys on climate (students/faculty/other school professionals)
 - Individualized learning plans
 - Evidence of data-driven decision making
 - Dispositional assessments
 - Authentic problem-based project

Possible Common Assessments at Advanced Level

- Content Specific
 - National/State/Professional Standards (when available)
 - Specialized exam (if available)
 - Grades (disaggregated by advanced level program)
- Authentic Demonstration of Problems of Practice
 - Field, clinical, practicum, or internship
 - Outcome-based Portfolio
 - Capstone Project
 - Action Research Project

Possible Common Assessments at Advanced Level (cont.)

- Regular and systematic data collection from graduates and employers
 - Survey
 - Structured focus groups
 - Interviews
 - Document analysis

Scope of Advanced Level Submissions

- Programs that would need to be reviewed at the advanced level should have the following –
 - Clear entry point for all candidates
 - Organized program of study with a progressive and coherent curriculum
 - Significant authentic clinical component
 - Clear exit criteria or culminating experience(s)
 - Design to have a direct or indirect impact on P-12 learning
- If the advanced level program meets all the above criteria, the program must be submitted for review

Scope of Advanced Level Submissions (cont.)

- Programs that should be submitted
 - Degrees, tracks, content specializations, concentration, or advanced level programs beyond initial certification with emphasis on P-12 learning (direct and/or indirect)
- Programs that should always be reviewed
 - Educational Leadership specific to P-12 schools
 - Curriculum and Instruction degree programs
 - MEd or MS programs specific to P-12 learning/schools
 - EdD or PhD specific to P-12 learning/schools

Scope of Advanced Level Submissions (cont.)

- Programs that should not be submitted:
 - Degree programs/tracks that are not specific to P-12 learning/schools (i.e., sport management, health administration, etc.)
 - Educational Leaderships programs/tracks that are not related to P-12 learning/schools (e.g., religious leadership, health care leadership, etc.)
 - Technology programs/tracks not related to P-12 learning/schools (e.g., corporate instructional design, computer programming, etc.)
 - Adult learning
 - Advanced programs approved by another accreditor recognized by CHEA or USDoE (e.g., CACREP)

Scope of Advanced Level Submissions (cont.)

- Programs that might need to be submitted –
 - Certificate programs
 - Endorsement areas
 - Add-on licensure
- Committee reached no consensus on these programs
- Need common definitions for –
 - Add-on
 - Tracks
 - Programs
 - Certificate
 - Concentration

Revised Submission Shell

- Access revised shell through your AIMS log-in
 - Sample below is for CAEP University (24319) with “caep” as the password
 - Left hand side – Visit Reports
 - Click on Self-Study Report
 - Click on question mark – video appears with instructions on the system works
 - http://aims.caepnet.org/AIMS_MainFrame.asp
 - Tentative method for submission of advanced level programs through a template

Questions raised from EPP Feedback

- **1. Concerns with the process of a joint decision for both initial and advanced for each EPP –**
 - Rationale - the EPP is ultimately responsible for all academic programs within the EPP related to P-12 education. The process of having just one decision will require that EPPs concentrate on having high quality programs at all levels. The hope is that EPPs will increase their communication with all programs offered and related to P-12 education.

Questions raised from EPP Feedback (cont.)

- **What are the differences between probationary status, stipulations, and areas for improvement?**
 - An **area for improvement (AFI)** is a weakness in the evidence presented for a standard/component that needs to be addressed over the seven-year cycle of accreditation. The identified weakness is not severe enough to warrant that the standard be unmet, but is an area that the EPP needs to strengthen moving forward. Areas for improvement are reported each year through the annual report process and removed as part of the next site visit. If the area for improvement is not resolved by the end of the accreditation cycle, the Accreditation Council has the option of moving the AFI to a stipulation.

Questions raised from EPP Feedback (cont.)

- A **stipulation** is a deficiency in the evidence that is serious enough to warrant that the deficit be addressed within 2 years of the accreditation decision. Stipulations can be related to standards and/or components. Any awarding of a stipulation requires EPPs to submit to CAEP evidence that the stipulation has been addressed within 24 months of the accreditation decision. Removal of stipulation(s) does not require a site visit. A Review Team is assigned and makes a recommendation to Accreditation Council, who determines if the stipulation has been successfully addressed or an AFI can be assigned.

Questions raised from EPP Feedback (cont.)

- **Probationary status** is granted if an EPP has failed to meet a CAEP Standard. The EPP has 2 years (24 months) to address the standard (EPP submits a probationary report) and will have a site visit scheduled 30 months after the original date of the probationary status. If the Accreditation Council determines the standard has been successfully addressed, the EPP is granted full accreditation for the additional four years of the original accreditation cycle.
- EPPs with **probationary status with stipulations** on other standards, must address the unmet standard and all stipulations during the probationary site visit. All stipulations and unmet standards must be removed within the 30-month time period for full CAEP Accreditation to be awarded.

How will content knowledge be assessed for Advanced Level Programs?

- Evidence of content knowledge might include grades, application of content knowledge through clinical experiences, and/or capstone projects such as thesis or dissertation. EPPs would determine the evidence to be submitted for content knowledge at the advanced level. This could include a state or content area licensure test. CAEP will not mandate the evidence for content knowledge. The expectation is that the EPP will make the case for the content knowledge of its candidates.

Program level data

- The expectation at the advanced level will be the same for program level data as it is defined at the initial level. The same three program options exist at the advanced level as the initial level. These options are driven by state partnership agreement.

Questions and Answers -

