



Council for the  
Accreditation of  
Educator Preparation

# Annual Report Reviewer Technical Guide 2020

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# Introduction

Annual Report Reviewers play a unique role among CAEP's cadre of volunteers. They review the annual reports submitted by educator preparation providers (EPPs) and provide criteria-based feedback on data to:

- a) Monitor whether the EPP continues to meet the CAEP Standards (or NCATE Standards or TEAC Quality Principles, as applicable) between site visits;
- b) Review and analyze evidence the EPP is remediating stipulations and AFIs;
- c) Monitor reports of substantive changes;
- d) Collect complete data, including for distance learning programs; and
- e) Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

Their role is different from Accreditation Councilors, who make accreditation decisions, and from Site Visitors, who analyze the strengths and limitations of evidence. The purpose of the feedback that the EPP Annual Report Reviewers provide is to help EPPs move forward in enhancing the quality and consistency of data needed for continuous improvements between accreditation reviews and working towards their CAEP Accreditation efforts.

## EPP Annual Report Reviewer Position Description

### Volunteer Impact

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

### Responsibilities and Duties

The purpose of the annual report review is to provide meaningful feedback to EPPs and enhance CAEP's monitoring efforts to support continuous improvement. CAEP will synthesize data from EPP Annual Reports and highlight trends in the field of educator preparation. Specifically, annual report reviewers will:

- Be available for and successfully complete Annual Report Reviewer training
- Be available to commit approximately 40 hours to review reports
- Complete EPP Annual Report reviews in advance of deadlines assigned by CAEP staff
- Provide the EPP with appropriate feedback on various sections of the EPP Annual Report in accordance with guidelines communicated during training
- Provide feedback, as needed, to improve the process
- Be fair and consistent with reviews.
- Work collaboratively in the review process with staff and other reviewers.
- Keep all information and results confidential.

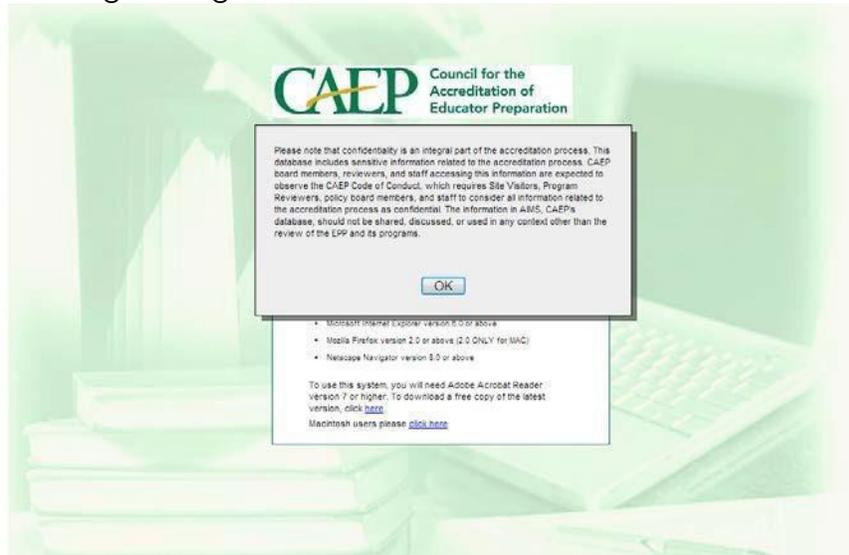
### Training and Professional Development

Annual report reviewers are required to successfully complete an intensive training session on annual report reviews. Training will be done through electronic/digital means and will include a post-assessment. Training topics will include the CAEP review process, electronic system navigation, elements of appropriate reviews, feedback template format and content/clarity of writing, and other topics relevant to the conduct of high-quality reviews.

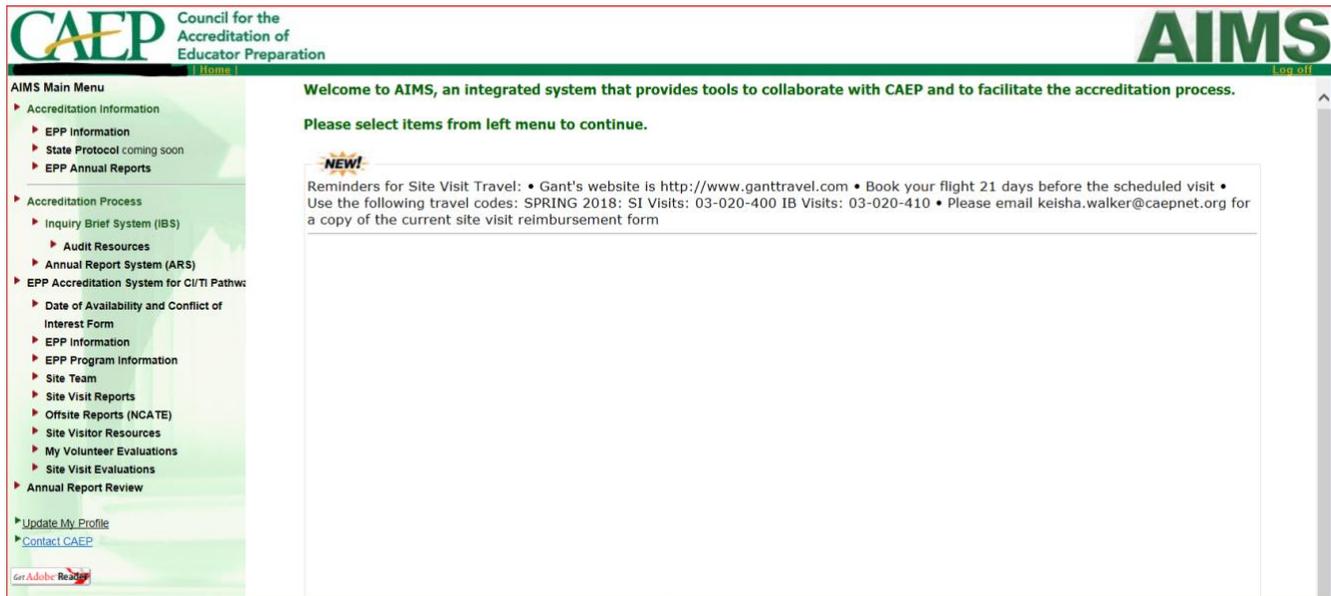
# Part I. Accreditation Information Management System (AIMS)

## Logging into AIMS

1. Go to the AIMS homepage at <http://aims.caepnet.org>
2. Enter your assigned login credentials.



The home screen is shown below.



Note: There will be a few edits to the menu, as AIMS is being updated.

### **Forgot your Login ID or Password**

If you do not know the EPP's login ID or password, contact [techsupport@caepnet.org](mailto:techsupport@caepnet.org).

## Completing the Code of Conduct

1. Log into your personal AIMS account.
2. Select the 'Update My Profile' tab on the lower left side of the screen.
3. Scroll down to the bottom until you see the section, headed, "Brief Bio, Full Resume/Curriculum Vita, Code of Conduct."
4. If you haven't already downloaded the Code of Conduct, click the PDF icon next to Code of Conduct.
5. Download the Code of Conduct, sign the form, and then upload the form back into AIMS by clicking the "Upload..." button and selecting the signed form.

The screenshot shows the 'Update My Profile' interface. At the top, there are input fields for 'Full Name', 'Phone', and 'Email'. Below this, the section 'Brief Bio, Full Resume/Curriculum Vita, Code of Conduct' is displayed. It contains three sub-sections: 'Brief Bio' with a 'none' value and an 'Upload...' button; 'Full Resume/Curriculum Vita' with a 'none' value and an 'Upload...' button; and 'Code of Conduct' with a 'none' value and an 'Upload...' button. The 'Code of Conduct' section is highlighted with a blue circle, and a blue arrow points to a PDF icon next to it. At the top right, there are 'Save As Draft' and 'Submit' buttons. The left sidebar shows 'Update My Profile' as the active tab.

## Significance of Following the Code of Conduct

### **Accreditation Policy 7.04 Code of Ethics**

CAEP Accreditation Councilors, site visitors, program reviewers, specialized professional association (SPA) coordinators, and annual report reviewers are expected to maintain the highest standards of ethical behavior, which include, but are not limited to, the following:

- Conducting oneself professionally, with truth, accuracy, and fairness.
- Not accepting consulting assignments (consistent with Policy 7.08) related to any EPP's accreditation during their term of service or for a year after their service.
- Declaring potential conflicts or competing interests in the accreditation process.
- Maintaining confidences of all parties involved in the accreditation processes and decisions.
- Not communicating information that might compromise the integrity of an accreditation decision.
- Not undertaking accrediting responsibilities for which they have not been trained comprehensively on CAEP's policies, practices, principles, and standards
- Not showing bias or prejudice against an EPP being reviewed or others involved in the accreditation process.
- Not accepting gifts, bribes, or anything of value that may give the appearance of favor or partiality in any decisions rendered regarding CAEP's affairs, activities, and policies.

## Completing the Conflict of Interest Form for EPP Annual Reports

1. Prior to being assigned to review EPP Annual Reports, you will receive an email from CAEP's Accreditation Management System. This email will contain a link to the Conflict of Interest Form specific to annual report reviewers. Click on the link or copy the URL into your browser to be taken to the Conflict of Interest Form.

Use and follow the directions below to complete the form:

The CoI will contain a list of EPPs that were required to submit the 2018 EPP Annual Report. Please fill out the CoI, as this will help CAEP to efficiently assign reviewers as well as respecting conflicts of interest to protect EPPs, reviewers, and CAEP. In addition, the CoI will contain a link to CAEP's CoC. Please download the CoC from AIMS, sign it, and upload it into your AIMS profile.

1. Login using the URL and login information provided below.
2. Place a check on the EPP with which you have a conflict of interest.
3. Click the "Save as Draft" to save your responses as a draft. You may come back to finish it later.
4. Click the "Submit" button at the bottom to submit your form.

If you have no conflicts, please click on the "Submit" button, so we know you have reviewed the list.

Here is the information you will need to submit your form:

URL: [http://aims.caepnet.org/ARS/ARS\\_COISvy.asp](http://aims.caepnet.org/ARS/ARS_COISvy.asp)

Login ID: [REDACTED]

Password: [REDACTED]



If you have any questions, please email us at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org).

Sincerely,  
Richard Rice  
Senior Accreditation Associate  
[richard.rice@caepnet.org](mailto:richard.rice@caepnet.org) | 202.753.1649  
Council for the Accreditation of Educator Preparation

2. Once at the Conflict of Interest Form, please review the list of EPPs. The list is organized by state and country headings that can be maximized and minimized by clicking on the plus and minus buttons, respectively. The state where you live or work will automatically be maximized.<sup>1</sup> Review this list carefully for providers for which you need to declare a conflict. If you have questions about what constitutes a conflict of interest, take a moment to review [CAEP's Code of Conduct](#), which contains information on conflicts of interest. If you have further questions after reviewing the Code of Conduct, please contact CAEP staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org). For all providers for which you have a conflict of interest, check the box next to the provider's name.

Below is the list of Institutions...  
Review the list of institutions. If you have a conflict with an institution, place a check in the space beside the institution.  
Remember institutions in your state (work or residence) are considered a conflict of interest.

- Alabama (0 checked)
- Alaska (0 checked)
- Arizona (0 checked)
- Arkansas (0 checked)
- California (0 checked)
- Colorado (0 checked)
- Connecticut (0 checked)
- Delaware (0 checked)
- District of Columbia (1 checked)**
  - American University
  - Gallaudet University
  - George Washington University
  - Howard University
  - Strayer University
  - Teach-Now Graduate School of Education
  - The Catholic University of America
  - Trinity Washington University
  - University of the District of Columbia
- Florida (0 checked)
- Georgia (0 checked)
- Hawaii (0 checked)
- Idaho (1 checked)**
- Illinois (0 checked)
- Indiana (0 checked)
- Iowa (0 checked)

## Significance of Identifying Conflicts of Interest

<sup>1</sup> While you are more likely to have conflicts of interest with EPPs within your home state, these are *not* automatically considered conflicts of interest. Registering these as conflicts of interest may help you to avoid questions in the state, so it certainly is ok to mark all such institutions as a conflict.

## **Accreditation Policy 7.05 Conflict of Interest**

CAEP Accreditation Councilors, site visitors, program reviewers, and annual report reviewers are expected to maintain relationships and practices in their CAEP activities that do not demonstrate conflicts of interest. They conduct CAEP business, including their private business and financial affairs that might impinge upon CAEP, in a manner that can withstand the sharpest scrutiny by those who would seek to find conflicts and, thus, they exclude themselves from CAEP activities for any reason that may represent an actual or perceived conflict of interest.

### **(a) Non-Exhaustive List of Conflicts of Interest**

*Conflicts of interest include the following:*

- (1) Currently employed by an EPP under review.*
- (2) Having been employed by or under consideration for employment at the EPP under review in the last ten (10) years as a staff, faculty, or administrator.*
- (3) Having been a consultant at the EPP being reviewed within the past ten (10) years.*
- (4) Serving on or having served within the last five (5) years on a statewide or national decision-making board or committee that considered an EPP under review.*
- (5) Serving as a CAEP staff member within the last seven (7) years.*
- (6) Participating in a common consortium or special research relationship with an EPP under review.*
- (7) Having jointly authored research or literature with a faculty member at the EPP under review.*
- (8) Having an immediate family member attending or employed by the EPP or institution/organization or being considered for employment at the EPP or institution/organization under review. Effective July 1, 2019 33*
- (9) Having advised a doctoral candidate who is now a member of faculty of the EPP under review.*
- (10) Having served as a commencement speaker, received an honorary degree from the institution, or otherwise profited or appeared to benefit from service to the institution or the EPP under review.*
- (11) Affiliation with another accreditor or purveyor of standards which are competitive to the Initial-Licensure or Advanced-Level CAEP Standards.*

*If an EPP by which a CAEP volunteer is employed or with which the volunteer has a conflict is under review (beginning with program review and ending with notification of final decision), the volunteer must refrain from any communication with other CAEP volunteers regarding the EPP through the entirety of the EPP's accreditation process.*

### **(b) Personal Agendas**

*CAEP Accreditation Councilors, site visitors, and other CAEP volunteers do not advance personal agendas in the conduct of accreditation business by applying personal or partisan interpretations of CAEP policies. They exclude themselves from participating in CAEP activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to CAEP's affairs, activities, or policies.*

### **(c) Compensation or Gifts**

*CAEP Accreditation Councilors, site visitors, and other CAEP volunteers do not request or accept any compensation or gifts of substance from an EPP being reviewed or anyone affiliated with the EPP. Gifts of substance would include briefcases, tickets to athletic or entertainment events, and so forth. Small tokens such as key chains, magnets, or cups may be presented to site visitors if appropriate to an EPP culture.*

As an EPP Annual Report Reviewer, you will be assigned to a two-member team. Each team will be assigned a number of cases determined by the number of EPP Annual Reports received by CAEP and the number of teams available. Reviewers within a team will have the cases split between them.

Each reviewer will be assigned as the first reviewer or "Reviewer 1" for half of the team's cases and as a second reviewer or "Reviewer 2" for the other half. While the first reviewer's role is to complete an initial, full review of the EPP Annual Report and provide comprehensive feedback per instructions on the template; the second reviewer's role is to import the first reviewer report, check for accuracy of the feedback, confirm or edit the feedback as needed, and submit the report. EPP Annual Report Reviewers are strongly encouraged to collaborate in these reviews to resolve questions and increase consistency across reports.

## **Part II. 2020 EPP Annual Report Overview**

## Data Collection Period

The 2020 EPP Annual Report should focus on data from Academic Year 2018-2019 (September 1, 2018 - August 31, 2019) unless otherwise noted.

## Overview of Requirements by Section

The table below delineates which sections of the EPP Annual Report were applicable to a provider based on its current accreditation status. Reporting requirements were reduced for EPPs with Applicant or Eligible status and for NCATE and TEAC accredited EPPs with visits in fall 2019 or spring 2020. Only the checked sections should appear for those EPPs. The review template will follow suit and only contain those sections that the EPP completed.

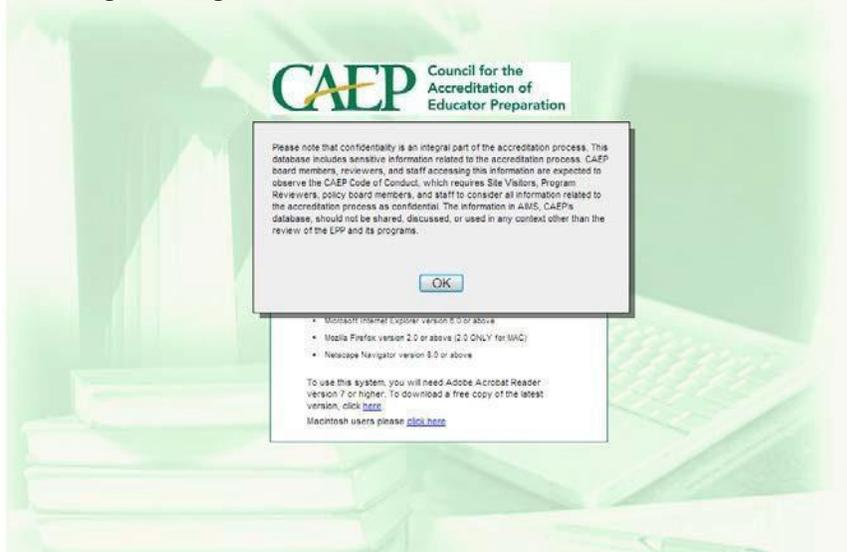
Section Requirements by current Accreditation Status/Cycle				
Section Applies to EPPs:				
Section	Holding applicant or eligible status	Currently accredited by NCATE or TEAC with a CAEP site visit in fall 2019 or spring 2020	Currently accredited by CAEP	Currently accredited by NCATE or TEAC with a CAEP site visit fall 2020 or after
<b>Section 1.</b> AIMS Profile	✓	✓	✓	✓
<b>Section 2.</b> Program Completers	✓	✓	✓	✓
<b>Section 3.</b> Substantive Changes		✓	✓	✓
<b>Section 4.</b> Display of Annual Reporting Measures		✓	✓	✓
<b>Section 5.</b> Areas for Improvement, Weaknesses, and/or Stipulations			✓	✓
<b>Section 6.</b> Continuous Improvement			✓	✓
<b>Section 7.</b> Transition				✓
<b>Section 8.</b> Preparer's Authorization	✓	✓	✓	✓

## Part III. 2020 EPP Annual Report Sections & Reviewer Instructions

# Accessing and Navigating AIMS

## Accessing the Annual Report Reviewer Template

1. Go to the AIMS homepage at <http://aims.caepnet.org>
2. Enter your assigned login credentials.

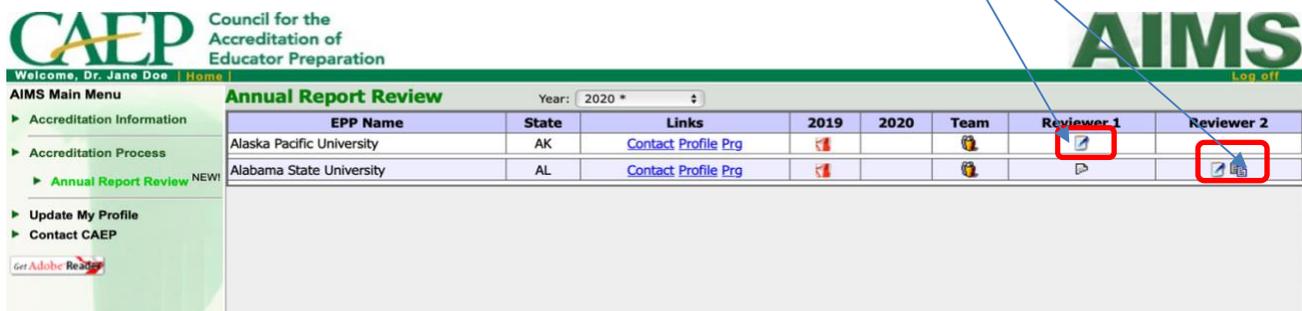


[NOTE: Forgot your Login ID or Password? Please contact [techsupport@caepnet.org](mailto:techsupport@caepnet.org)]

Once you have logged into AIMS, you will click the 'Annual Report Review' tab at the lower left of your screen.

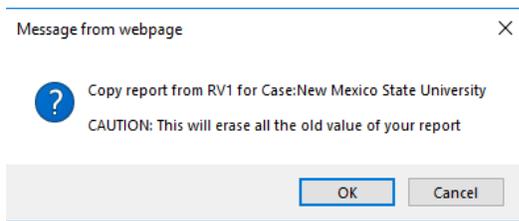


You can access the Reviewer 1 template by clicking on the notepad icon under the Reviewer 1 column. Once all the assigned first reviewer reports are completed, you can start to work on the Reviewer 2 reports. Second reviewers can import the writing of first reviewers by clicking the icon to the right of the notepad in the Reviewer 2 column that looks like two sheets of paper.



Clicking this icon will result in a pop-up asking whether you would like to copy the RV1 report

along with a warning that copying the report will overwrite any text in the RV2 report. Click 'OK' if you are certain that copying the report will not overwrite and undo any of your work.



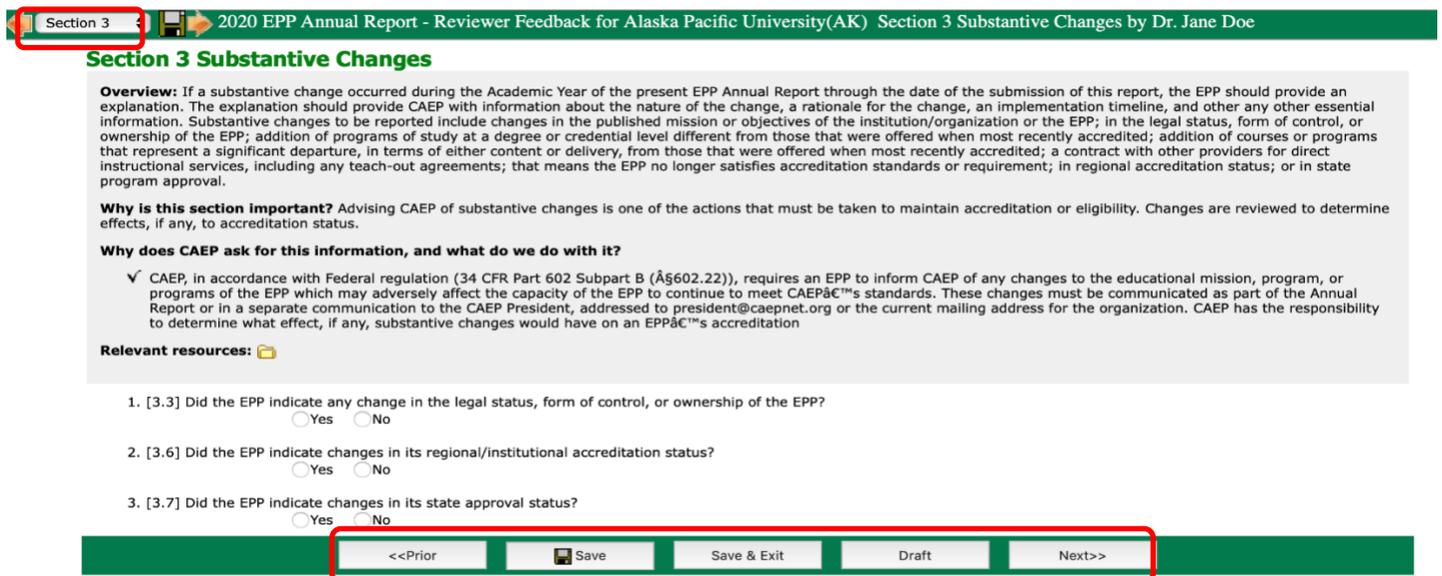
Once imported, click on the notepad icon under the Reviewer 2 column to continue reviewing. Click "submit" at the end.

### Submitting your report reviews

CAEP will send a confirmation email acknowledging that each of your submitted report reviews have been received. If after submitting a report, you don't get a confirmation email, you may refresh the page to make sure the notepad draft icon has converted into the PDF icon [  ] or reach out to CAEP staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org).

### Navigating the Annual Report Reviewer Template

At the top and bottom of each section, there are navigational buttons to help you move throughout the report.



At the top left of the screen, you will see a left-facing arrow, a dropdown menu, and a right-facing arrow. The left-facing arrow will take you to the previous section. The right-facing arrow will take you to the next section. The dropdown menu will allow you to select a specific section to which to navigate.

At the bottom middle of your screen, you will see a <<Prior button, Save and Save & Exit buttons, a Draft button, and a Next>> button.

The <<Prior button will take you to the previous section while the Next>> button will take you

to the next section.

Use the Save or Save & Exit buttons to save your work. Save your work early and often!

The Draft button will create a PDF of the current report containing any saved information input into the form.

## **Guidance on Providing Written Feedback**

Many sections of the EPP Annual Report Review call for or allow for EPP Annual Report Reviewers to provide written feedback. This feedback can, among other things, help EPPs to provide more accurate information in AIMS, improve EPPs' response to accreditation-related prompts, and to guide EPPs' accreditation and continuous improvement work in between accreditation decisions.

Toward these ends, it is important to keep the following in mind while writing feedback:

- The information provided by EPPs annually through AIMS and their websites is potentially a snapshot of the work an EPP may be doing. The feedback you provide will be about the data source and information that the provider identifies on the annual report and will not be in the form of holistic statements about the overall extent and quality of an EPP's work.
- If you are commenting on the contents of a website and about its accessibility, state the date you accessed the website.
- Take care to ensure that the tone of the feedback remains collegial and oppositional or accusatory.
- Avoid using personal pronouns such as "you" or "your" while writing feedback as this may make the feedback more personal to the individual reading the report than was intended. For example, refer to "the EPP's website" and not "your website."
- If you, as a reviewer, are unsure about a finding or piece of feedback—for example, "The website did not lead to consumer information"—then ask your partner reviewer to take a look and see whether they can confirm your findings.

Sample feedback [highlighted in yellow] will be provided for questions in each section.

## **Sections 1 & 2: EPP's AIMS Profile and Program Completers**

Sections 1 and 2 ask for:

- (a) updated electronic profile in AIMS with adequate contact information of provider head and EPP's CAEP Coordinator;
- (b) link to a webpage that lists accredited programs if the EPP has a continuing accredited status; and
- (c) number of completers in comparison to previous year to ensure relevant communication and actions from CAEP.

The assurance of accurate profile information with at least two points of contact, identifying EPP characteristics, and detailing programs leading to P-12 licensure, certificate, and/or endorsement are crucial. This is important for CAEP's ability to communicate effectively with providers, assign site visit teams, scrutinize disaggregated data from relevant programs as part of the accreditation decision-making process, and be aware of provider characteristics for research.

Completer counts are important to determine annual provider fees and accreditation visit related expenses.

Completing the feedback report for Sections 1 and 2 in AIMS:

Question 1:

[1.1] Is at least one individual listed for each available contact identity - EPP head and CAEP Coordinator - with email addresses that appear valid?

1. [1.1] Is at least one individual listed for each available contact identity - EPP head and CAEP Coordinator - with email addresses that appear valid?

Yes  No

Section 1 & 2: Question 1

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To view the EPP's contact information, go to AIMS Home Page and click Contact.

EPP Name	State	Links	2019	2020	Team	Reviewer 1	Reviewer 2
Alaska Pacific University	AK	<a href="#">Contact Profile Prg</a>					
Alabama State University	AL	<a href="#">Contact Profile Prg</a>					

Use the EPP's Contact Information to determine that a unique EPP Head and CAEP Coordinator are identified.

- If a unique individual is not listed for each of the positions of EPP Head and CAEP Coordinator, or if the same individual is listed for both the positions, or if the email does not appear valid (does not have a valid suffix such as '.edu' or '.com'), click 'No' and provide the reason(s) in the text box.
- If the EPP's Contact Information shows that at least one individual is listed as an EPP Head, at least one different individual listed as CAEP Coordinator, and the email addresses appear valid, click 'Yes.' The text box will disappear in this case.

**Sample Feedback for Sections 1 & 2, Question 1:**

"The EPP's contact information, as viewed on 8/31/2020, shows one individual as both EPP Head and Coordinator. The provider will update the information by the deadline provided by CAEP."

Question 2:

[1.1 & 1.2] Based on information from the EPP's Information Page, Program Options page, EPP's link to its approved programs (as indicated in Section 1.2 of the EPP Annual Report), are there any apparent discrepancies?

2. [1.1 & 1.2] Based on information from the EPP's Information Page, Program Options page, EPP's link to its approved programs (as indicated in Section 1.2 of the EPP Annual Report), are there any apparent discrepancies?

Yes  No

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To provide feedback, you will need to check the EPP's profile and program listing. To access that information, go to the AIMS Home Page, click the [Profile](#) and [Prg](#) links.

A. If yes, click the radio button next to 'Yes.' Please indicate the reason(s) for which you indicated 'Yes.'

B. If no, click the radio button next to 'No.' The text box, if visible, will disappear.

**Guidance:**

- i. The [Contact](#), [Profile](#), and [Prg](#) links indicated above will provide you the EPP-specific information you need to check to confirm the consistency of the EPP's information from last year to this year.
- ii. To check the contacts listed by the EPP click the [Contact](#) link.
- iii. To check the EPP characteristics such as type, religious affiliations, regional accreditation affiliations, branch campuses (if any), click the [Profile](#) link
- iv. To access the EPP's current list of Initial and/or Advanced Program click the [Prg](#) link and you will view a page similar to the screen shot below:

#	ID	Program Name	Level	Degree	Category	Delivery / Site	Review By	Status	Program Report	Decision Report
1	14282	Biology and Secondary Education	ITP	baccalaureate			State	Approved		
2	14290	Biology and Secondary Education Alternative Class A Program	ITP	Master's			State	Approved		
3	14298	Biology and Secondary Education Education Specialist Program	ADV	Specialist or S.A.S.			State	Approved		
4	14297	Biology and Secondary Education Traditional Class A Program	ADV	Master's			State	Approved		
5	14283	Chemistry and Secondary Education	ITP	baccalaureate			State	Approved		
6	14276	Collaborative Education (K-6; 6-12; K-12)	ITP	baccalaureate			State	Approved		
7	14289	Collaborative Education (K-6; 6-12; K-12) Alternative Class A Program	ITP	Master's			State	Approved		
8	14299	Collaborative Education (K-6; 6-12; K-12) Traditional Class A Program	ADV	Master's			State	Approved		
9	14287	Early Childhood Education Alternative Class A Program	ITP	Master's			State	Approved		
10	14274	Early Childhood Education Class B Program	ITP	baccalaureate			State	Approved		
11	14301	Early Childhood Education Educational Specialist Program	ADV	Specialist or S.A.S.			State	Approved		

v. Click the **Relevant Resources** folder **Relevant resources:** to access information on CAEP policies regarding scope of accreditation, Carnegie classification categories,

- CAEP's annual fee structure for EPPs, etc.
- vi. In determining which programs are included as part of a CAEP review, EPPs use CAEP's scope for initial-licensure programs and advanced-level programs as outlined in [CAEP Policies 3.01 and 3.02 \(pp. 12-13\)](#), respectively. Per that scope, programs that are designed to lead to state certification, licensure, and/or endorsement of P-12 professionals are included as part of CAEP accreditation and review process. Non-licensure degree programs do not fall under the scope.
- vii. Due to CAEP's oversight of NCATE and TEAC accreditation, EPPs that are NCATE or TEAC accredited still list programs that fall within NCATE or TEAC's scopes. These programs may not necessarily fall within CAEP's scope but should still be listed in AIMS until the EPP is CAEP accredited.

**Sample Feedback for Sections 1 & 2, Question 2:**

"The EPP indicates that it has completers from advanced-level programs in Section 2 of the 2020 EPP Annual Report; however, no Advanced-Level Programs are listed in the EPP's Program Options page as accessed on August 31, 2020."

**Question 3:**

3. [2.1] Comparing the EPP's completer numbers from last year to this year, is there a discrepancy which may indicate a mistake?

3. [2.1] Comparing the EPP's completer numbers from last year to this year, is there a discrepancy which may indicate a mistake?

Yes    No

Section 1 & 2: Question 3

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- A. If you agree, click the radio button next to 'Yes.' Please indicate the reason(s) for which you indicated 'Yes.'
- B. If you do not agree, click the radio button next to 'No.' The text box, if visible, will disappear.

**Guidance:**

- i. You can access the current and previous EPP Annual Reports under the '2019' and '2020' columns. Click the PDF icon under the column header to open the report.

The screenshot shows the AIMS Annual Report Review interface. At the top, there is a navigation bar with the CAEP logo and the text "Council for the Accreditation of Educator Preparation". Below this, there is a "Welcome, Dr. Jane Doe" message and a "Home" link. The main content area is titled "Annual Report Review" and includes a "Year:" dropdown menu set to "2020". Below the title is a table with the following columns: "EPP Name", "State", "Links", "2019", "2020", "Team", "Reviewer 1", and "Reviewer 2". The "2019" and "2020" columns are highlighted with a red box, and PDF icons are visible under these columns for the listed EPPs. The table lists two EPPs: "Alaska Pacific University" (AK) and "Alabama State University" (AL). On the left side of the interface, there is a "AIMS Main Menu" with links to "Accreditation Information", "Accreditation Process", "Annual Report Review", "Update My Profile", and "Contact CAEP".

- ii. For the purpose of this section, a 'discrepancy' is any change in completer numbers between previous and current (or reporting) years that would impact an EPP's annual fees as outlined below:

<b>2020-2021 CAEP EPP Fees – U.S. and International EPPs</b> <i>(July 1, 2020 – June 30, 2021)</i>	
<b>Completers</b>	<b>Annual Fees</b>
0-50	\$2,780
51-150	\$3,090
151-300	\$3,520
301-500	\$4,070
501-1000	\$5,380
1000+	\$6,250
International	\$12,000

- iii. Go to Section 2 of the EPP's last EPP Annual Report and look at the total number of completers (combined number of initial-licensure program completers and advanced-level program completers). Compare the total to this year's total. Did the EPP move – up or down -from one band to another? If so, click 'Yes' and specify the change in range.

**Sample Feedback for Sections 1 & 2, Question 3:**

"The EPP moved between the 51-150 range to the 301-500 range between the two reports."

### Section 3. Substantive Changes

In accordance with Federal regulation (34 CFR Part 602 Subpart B (§602.22)), CAEP has a policy ([Accreditation Policy 6.02](#), pp. 25-26) that requires an EPP to inform CAEP of any "substantial changes" which may adversely affect the provider's capacity to continue to meet CAEP's standards. Any such changes that may have occurred during the Academic Year of the present EPP Annual Report must be communicated as part of the Annual Report.

Substantive changes to be reported include changes in the published mission or objectives of the institution/organization or the EPP; in the legal status, form of control, or ownership of the EPP; change in the institution's accreditation status; change in the state approval status of program(s); addition of programs of study at a degree or credential level different from those that were offered when most recently accredited; addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited; a contract with other providers for direct instructional services, including any teach-out agreements; that means the EPP no longer satisfies accreditation standards or requirement; in regional accreditation status; or in state program approval.

The explanation on the EPP Annual Report should include information about (a) the nature of the change, (b) a rationale for the change, (c) an implementation timeline, and (d) other any other essential information.

Advising CAEP of substantive changes is one of the actions that must be taken to maintain accreditation or eligibility. Changes are reviewed to determine effects, if any, to



B. If not, click the radio button next to 'No' and indicate the reason(s).

**Guidance:**

If the EPP indicated a change of control in Section 3, #3.2 of the EPP Annual Report, go to AIMS Home Page and click the [Profile](#) link. Check if the EPP's Information page match the indicated change? If not, please use the textbox to alert the EPP to any potential update(s) needed.

**Alaska Pacific University (AK)**

Basic Information

<b>Name:</b> Alaska Pacific University	<b>Unit Name:</b> Education Program	
<b>Member Status:</b> A-Active	<b>Category:</b> IA-Institution - Accredited	
<b>Address:</b> 4101 University Drive Anchorage, AK 99508		
<b>Phone:</b> (907) 564-8358	<b>Fax:</b> (907) 564-8396	<b>Website:</b> <a href="http://www.alaskapacific.edu">www.alaskapacific.edu</a>

<b>AACTE Code:</b> S7	<b>AACTE Member:</b> No	<b>Control of Institution:</b> PRIV---Private/Independent	<b>Student Body:</b> C---Coed
<b>Carnegie Class:</b> Master's S---Master's Colleges and Universities (smaller programs)			<b>Location:</b> U---Urban

EPP Characteristics & Affiliations

EPP Type last updated: 4/17/2014 7:37:02 PM

<input type="checkbox"/> CC--Community College	<input type="checkbox"/> HSI--Hispanic Serving Institution
<input type="checkbox"/> HBCU--Historically Black College and University	<input type="checkbox"/> LG--Land Grant Institution
<input checked="" type="checkbox"/> IHE-ST--Institution of Higher Education: State/Regional	<input type="checkbox"/> LEA--Local Education Assoc/School District
<input type="checkbox"/> RES--Research Institution	<input type="checkbox"/> SEA--State Education Association
<input type="checkbox"/> TC--Tribal College	<input type="checkbox"/> NEO--Non Education Organization
<input type="checkbox"/> ALT-RT--Alternate Route	<input type="checkbox"/> Int'l--International
<input type="checkbox"/> Online--Online Only	<input type="checkbox"/> 4PFT--For-profit
<input type="checkbox"/> Other--Other	

Comment: APU is an Alaska Native Serving Institution.

**Sample Feedback for Section 3, Question 1.a:**

"The EPP indicated a change to for profit, but the EPP's characteristics page does not match the indicated change."

**Question 2:**

[3.6] Did the EPP indicate changes in its regional/institutional accreditation status?

2. [3.6] Did the EPP indicate changes in its regional/institutional accreditation status?

Yes  No

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A. If you agree, click the radio button next to 'Yes' and indicate the reason(s).

B. If not, click the radio button next to 'No' and the text box will disappear.

**Guidance:**

If the EPP indicated a change, click the 'Yes' radio button. Then summarize the change (e.g. EPP was put on probation by Northwest Commission on Colleges and Universities or EPP was taken off probation by Northwest Commission on Colleges and Universities) in the text box.

**Sample Feedback for Section 3, Question 2:**

"The EPP indicated that its accreditation was continued by Northwest Commission on Colleges and Universities."

"The EPP indicated that it was placed on probation by Northwest Commission on Colleges and Universities."

**Question 2.1 [Only appears if 'Yes' is selected in Section 3, Question 2]:**

*If change was indicated, does the regional/institutional accreditor's website reflect this status?*

2.1 If change was indicated, does the regional/institutional accreditor's website reflect this status?

Yes  No

5000 char(s) left

- A. If you agree, click the radio button next to 'Yes.'
- B. If not, click the radio button next to 'No' and indicate the reason(s).

**Guidance:**

To access the EPP's information where it indicates its accreditor go to AIMS Home Page and click the [Profile](#) link.

**Institutional Accreditation (Affiliations)** last updated: 3/20/2019 12:38:34 PM

Higher Learning Commission

New England Association of Schools and Colleges

Southern Association of Colleges and Schools

Other

Middle States Association of Colleges and Schools

**Northwest Commission on Colleges and Universities**

Western Association of Schools and Colleges

Comment:

- Use the information located here to identify the institution's regional accreditor.
- Locate the appropriate accreditor's website in **Appendix A** (p. 40) of this Technical Guide.
- Confirm the EPP's status using the accreditor's search function. If the website reflects the stated status, then click 'Yes' and move to the next question.
- If the website does not match the stated status, describe the status as displayed on the website. Include the date you accessed the accreditor's website in your description.
- If you are unable to verify the status of the EPP via the accreditor's website after

working with your partner, notify CAEP staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org). click 'No,' and write, "Unable to verify." in the text box.

**Sample Feedback for Section 3, Question 2.1:**

"The EPP indicated that its status changed to Probation, but the Northwest Commission on Colleges and Universities' website, accessed August 31, 2020, indicates that the institution is accredited without probation."

**NOTE:** If EPP is located outside the United States, choose the 'Yes' answer for this question and move to the next question.

**Question 2.2 [Only appears if 'Yes' is selected in Section 3, Question 2]:**

If a change was not indicated, is the EPP currently in good standing with the regional/institutional accreditor?

2.2 If a change was not indicated, is the EPP currently in good standing with the regional/institutional accreditor?

Yes  No

5000 char(s) left

- A. If you agree, click the radio button next to 'Yes.'
- B. If not, click the radio button next to 'No' and indicate the reason(s).

**Guidance:**

Go to the EPP's Information page and identify the accreditor the EPP identified as its institutional or regional accreditor. **Locate the accreditor's website in Appendix A** (p. 40) and confirm the EPP's status using the accreditor's search function. If the EPP is currently in good standing, click 'Yes' and move to the next question.

If the EPP is not currently in good standing, click, 'No' and describe the EPP's status. Include the date you accessed the accreditor's website in your description.

If you are unable to verify the status of the EPP via the accreditor's website after working with your partner, notify CAEP staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org). click 'No,' and write, "Unable to verify." in the text box.

**Sample Feedback for Section 3, Question 2.2:**

"Northwest Commission on Colleges and Universities' website, accessed on August 31, 2020, indicates that the institution is not accredited."

**NOTE:** If EPP is located outside the United States, choose the 'Yes' answer for this question

and move to the next question.

Question 3:

[3.7] Did the EPP indicate changes in its state approval status?

3. [3.7] Did the EPP indicate changes in its state approval status?

Yes  No

Section 3: Question 3

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A. If you agree, click the radio button next to 'Yes' and indicate the reason(s).

B. If not, click the radio button next to 'No.'

**Guidance:**

If the EPP indicated a change, click the 'Yes' radio button. Then summarize the reported change (e.g. EPP received state approval for its new MAT program in April 2017) in the text box.

**Sample Feedback for Section 3, Question 3:**

"The EPP indicated that it received state approval for its new elementary education program."

Question 3.1 [Only appears if 'Yes' is selected in Section 3, Question 3]:

If a change was indicated, does the state website reflect this status?

3.1 If a change was indicated, does the state website reflect this status?

Yes  No

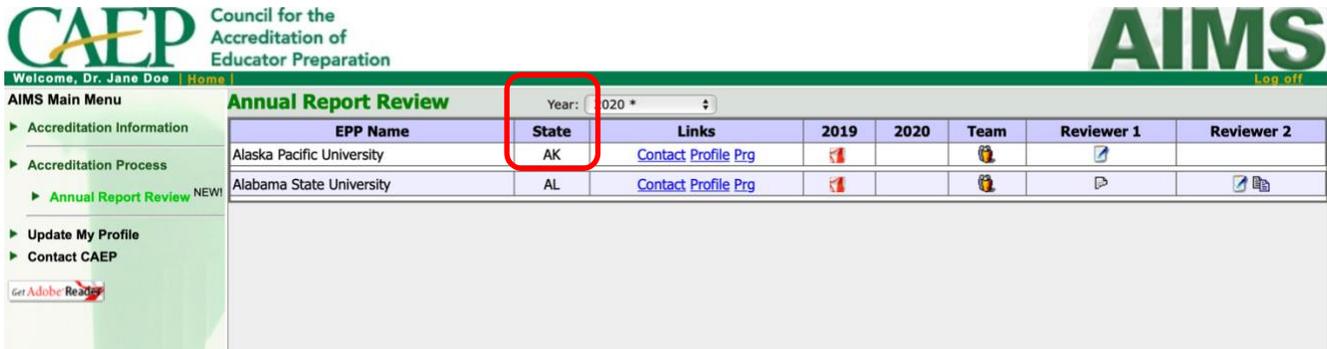
5000 char(s) left

A. If you agree, click the radio button next to 'Yes.'

B. If not, click the radio button next to 'No' and indicate the reason(s).

**Guidance:**

The EPP's state will be located in your workspace.



- Identify the state in which the EPP is located.
- Locate the state licensing authority's website in **Appendix B** (p. 42) of this Technical Guide and confirm the EPP's status using the website. If the website reflects the status indicated in the change, click 'Yes.'
- If the website does not reflect the reported status, your feedback will include the description of the status as indicated on the state website and the date you accessed the information.
- If you are unable to verify the status of the EPP via the state website after working with your partner, notify CAEP staff at [epannualreport@caepnet.org](mailto:epannualreport@caepnet.org), click 'No,' and write, "Unable to verify" in the text box.

**Sample Feedback for Section 3, Question 3.1:**

"The EPP indicated that its status changed to recognized. The state website, accessed on August 31, 2020, indicates that the EPP is currently not recognized."

**NOTE:** If EPP is located outside the United States, choose the 'Yes' answer for this question and move to the next question.

**Question 3.2** [Only appears if 'Yes' is selected in Section 3, Question 3]:

*If a change was not indicated, is the EPP currently in good standing with the state?*

3.2 If a change was not indicated, is the EPP currently in good standing with the state?

Yes  No

.....  
.....  
.....  
.....  
.....  
.....

5000 char(s) left

A. If you agree, click the radio button next to 'Yes.'

B. If not, click the radio button next to 'No' and indicate the reason(s).

**Guidance:**

- Identify the state in which the EPP is located from your workspace. Locate the state licensing authority's website in Appendix B and confirm the EPP's status using the website. If the EPP is currently in good standing, click 'Yes' and move to the next question.
- If the EPP is not currently in good standing, click, 'No' and describe the EPP's status. Include the date you accessed the state's website in your description.
- If you are unable to verify the status of the EPP via the state website after working with your partner, notify CAEP staff at [eppannualreport@caepnet.org](mailto:eppannualreport@caepnet.org). click 'No,' and write, "Unable to verify." in the text box.

**Sample Feedback for Section 3, Question 3.2:**

"The state website, accessed on August 31, 2020, indicates that the EPP is currently not recognized."

**NOTE:** If EPP is located outside the United States, choose the 'Yes' answer for this question and move to the next question.

### Section 4. Display of Annual Reporting Measures

In Section 4 of the 2020 EPP Annual Report, the provider is asked to publicly display data pertaining to each of the eight Annual Reporting Measures. This allows an EPP flexibility in providing context-specific data collected, presented, and hosted in a manner that fits the provider's intent and purpose, as long as the presented data are accurate and address the CAEP Standards criteria for initial and advanced level programs.

The Council for Higher Education Accreditation (CHEA) that recognizes CAEP as an accrediting entity of educator preparation providers, requires that:

- CAEP will establish accreditation standards and policies that require EPPs to routinely provide reliable information to the public on their performance, including student achievement", and
- EPPs will demonstrate accountability to stakeholders and will provide transparent information to potential candidates.

### Reference Guide\* Annual Reporting Measures (CAEP Components 5.4 | A.5.4)

Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Components 4.3   A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

4. Satisfaction of completers  
(Components 4.4 | A.4.2)

8. Student loan default rates and other  
consumer information  
(initial & advanced levels)

**Notes on Annual Reporting Measures**

Measures 1-4 focus on data on program completers—individuals who have successfully fulfilled the requirements set by an EPP for graduation.

**Measure #1, Impact on P-12 Learning and Development:** Data for Measure #1 may come from various sources, including:

- Value-added measures (VAM) data from state assessments of P-12 professionals
- State/District Measures of P-12 student growth
- Action Research Studies of completers
- Case Studies of Completers

**Measure #2, Indicators of Teaching Effectiveness:** Data for Measure #2 may come from various sources, including:

- Structured and validated observation instruments (observations may be done by EPP-based observers, independent evaluators, or school administrators). Observation data may be obtained through state, district, school, completer, EPP case study and/or action research.
- Surveys of P-12 students' perceptions of completers' effectiveness

**Measure #3, Satisfaction of employers and employment milestones:** Data for Measure #3 may come from various sources, including:

- Employer surveys (may come from the state, district, or EPP)
- Employer focus groups
- Data on employment milestones (may come from the state, district, or EPP)

**Measure #4, Satisfaction of completers:** Data for Measure #4 may come from various sources, including:

- Completer surveys (may come from the state, district, or EPP)
- Completer focus groups

**Measure #5, Graduation Rates:**

- CAEP does not have a specific formula for graduation rates. EPPs may decide to display a 2-year graduation rate, a 4-year graduate rate, and so on. An EPP's display should be transparent in how it was derived. This rate should be the rate of graduation recorded by the provider and not the entire institution.

**Measure #6, Ability of completers to meet licensing (certification) and any additional state requirements; Title II.**

**Measure #7, Ability of completers to be hired in education positions for which they have been prepared.**

**Measure #8, Student loan default rates and other consumer information:**

- CAEP uses the federal definition and formula of student loan default rates; if the EPP rate is not available to an EPP, then posting the institutional rate is ok.
- EPPs may also display average cost of attendance, the cost of any licensure tests, or other consumer information.

\*For a complete look at the components of CAEP Standard 4 for Initial-Licensure Programs and CAEP Standard A.4 for Advanced-Level Programs, see **Appendix C** (p. 44) of this Technical Guide.

Completing the feedback report for Section 4 in AIMS:

Question 1:

[4.1] Review Section 4 links

For each link provided by the EPP<sup>2</sup>, you will see the link and a series of 4 questions.

a. [Link](#)

- i. Does the above link work?
- ii. Are data publicly/prominently displayed?
- iii. Are measures displayed but not tagged?
- iv. Are data relative to measure number(s) indicated appropriate?

1. [4.1] Review Section 4 links

a. Link: [\[REDACTED\]](#)

- i. Does the above link work?  
 Yes  No
- ii. Are data publicly/prominently displayed?  
 Yes  No
- iii. Are measures displayed but not tagged?  
 Yes  No
- iv. Are data relative to measure number(s) indicated appropriate?  
 Yes  No

Question i:

Does the above link work?

- A. If you agree, click the radio button next to 'Yes.'
- B. If not, click the radio button next to 'No' and indicate in the text box if you received any error message while attempting to access the link—if so, what was the message?

**Guidance:**

Click the link and let your computer attempt to access the site. If you are able to access the site, click the 'Yes' button and move to the next question. If clicking on the link does not work, try to copy and paste the URL into your browser's search bar. If both of these attempts do not work, click the 'No' button, record the error message received, and move to the next link.

**Sample Feedback for Section 4, Question 1.a. i**

"Link leads to a 404 error as of 8/6/2018."

Question ii:

Are data publicly/prominently displayed?

- A. If you agree, click "Yes."
- B. If not, click "No" and indicate the reason(s) for your assessment that the data are not as public and/or prominent as most appropriate.

<sup>2</sup> EPPs were instructed to submit one or more links displaying all measures relevant to programs offered (8 measures relevant to initial-licensure; 6 measures relevant to advanced-level programs; or 14 relevant to EPPs with both initial-licensure and advanced-level programs).

**Guidance:**

To determine whether the link is publicly available, and the data are prominently displayed, follow the steps below:

- When an EPP submits the link, AIMS validates the URL as public facing. You can still assess the public nature of the link if it does not look to be public by accessing the EPP’s public landing page and manually navigating or searching for the provided link and data.
- If a link appears to lead to a non-public site (looks to be meant for only a site team or for internal use), then go to the EPP’s landing page and try to search for or navigate to the link from the public landing page. The text of the URL may be helpful in exploring the path to accessing the page where data are displayed. If after checking, the link does not appear to be public, your feedback to the question will be “No” and indicate your findings in the text box.
- The linked data should be prominently displayed, easy to find, and should not be on an external site. When you click the link, does the landing page appear to be easily accessible from the EPP’s homepage? Are the data prominently displayed on the linked page? If you have to click several times from the main link to access the data, the data may not be prominent enough for stakeholders to find.
- If the link is to an external (e.g. state) site, then the data are not prominent on the EPP’s website.
- Are the data on a page that seems primarily geared to internal faculty or candidates – versus somewhere prospective candidates and the general public may be likely to find it? If so, the data may not be prominently displayed.
- If you find the data displayed through the link to not be prominent, then your feedback should be “No” and you will indicate your findings in the text box.
- If the link and data are public and prominent, then click select “Yes” and move to the next question.

**Sample Feedback for Section 4, Question 1.a.i:**

“The link leads to a 404 error which displays no data.”

“The data do not appear to be prominently displayed on the EPP’s website. The data appear to be displayed on a page which requires additional searching to view.”

*Question iii:*

*Are measures displayed but not tagged?*

- A. If you agree, click “Yes” and indicate in the text box the measures that are displayed, but not tagged.
- B. If not, click “No.”

**Guidance:**

- Compare the data displayed through the link to the measures tagged in the EPP’s Annual Report through the check boxes. The numbers in the top row of the chart correspond to the measure numbers in the reference guide table above.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>							
Advanced-Level Programs	<input type="checkbox"/>							

- If there are data displayed through the link that pertain to a measure not indicated in the check boxes, click “Yes” and describe the measures that are present, but not tagged.

- If there are not measures present that aren't tagged, click 'No' and move to the next question.

**Sample Feedback for Section 4, Question 1.a. iii:**

"The link also displays graduation rates and student loan default rates, though these measures are not tagged in the EPP's annual report."

*Question iv:*

*Are data relevant to measure number(s) indicated appropriate?*

- A. If you agree, click "Yes."
- B. If not, click "No" and indicate the reason(s) for why the data are not relevant to the measure number(s) indicated.

**Guidance:**

- Review the data displayed through the link and the measures that are tagged in the EPP's Annual Report.
- Check to confirm that all tagged measures are represented by appropriate data.
  - Are data a direct measure?
  - For the impact measures (1-4), are data from completers (NOT candidates)?
  - For the outcome measures (5-8) with the exception of student loan default rates (8), are data at the EPP-level and not the institutional level?
- If data are relevant to the appropriate measures, then click "Yes" and move to the next question.
- If a measure is not represented by data relevant to the measure, click "No" and indicate the un-represented measure along with an explanation of why the data are not relevant.

**Sample Feedback for Section 4, Question 1.a. iv:**

"Data displayed through the link does not appear to be direct evidence of completer impact on student learning. Data displayed appear to be a measure of candidate impact on student learning."

*Question 2:*

*[4.1] Are any measures missing across link(s) provided that should be present, according to the EPP's indication of offering program(s) leading to initial-teacher licensure and/or advanced-level programs [1.2 & 2.1]?*

2. [4.1] Are any measures missing across link(s) provided that should be present, according to the EPP's indication of offering program(s) leading to initial-teacher licensure and/or advanced-level programs [1.1 & 2.1]?

Yes  No

If yes, please summarize issue.

Section 4. 2. [4.1]

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- A. If you agree, click "Yes" and indicate any missing measures that should be present according to the EPP's program offerings.
- B. If not, click "No."

**Guidance:**

To check the EPP's programs (Initial and Advanced) go to AIMS Home Page and click the [Prg](#) link button

- Compare the offered programs with the tagged measures.
- Check if the measures are tagged appropriately for all initial and advanced level programs as listed in the EPP program listing, click "Yes"
- Indicate any missing measures for the initial and advanced programs
- If there are no missing tags, then click "No" and move to the next question.

**NOTE:** In case there is a gap in evidence for Advanced Level programs, you may leave a note identifying that the standards are currently in a phase-in plan, so it is possible that evidence for Standards A.4 and A.5 might be limited.

**Sample Feedback for Section 4, Question 2:**

"While the EPP indicates that it offers both initial and advanced programs, there does not appear to be graduation rates displayed for either level."

**Question 3:**

Is display of data an example of best practice?

3. Is display of data an example of best practice?  Yes  No

Section 4: 3.

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a. If yes, what specific aspect(s) of the display are exemplary?

- Context**
  - Display contains contextualization of information that aids in public understanding.
  - Display includes comparisons and/or benchmarks.
  - Display includes helpful context that aids in transparency and accessibility.
  - Display includes discussion of appropriate caveats and limitations that aids in accessibility.
  - Display includes explanation of sampling and other relevant procedures.
- Public Friendly**
  - Data are easily accessible and prominent.
  - Display includes data visualization that aids in public understanding.
  - Measures, assessments, and/or terms are clearly defined and public friendly.
- Disaggregation**
  - Display includes results over multiple cycles.
  - Display includes disaggregated data by program.
  - Display includes disaggregated data by relevant demographics.
- Messaging, Integration of Culture of Evidence**
  - Display emphasizes the use of data for EPP-driven accountability.
  - Display emphasizes the use of data for improvement.
  - Data are displayed as a point of pride.
  - Other data beyond annual reporting measures are displayed to enhance utility.
- Best Practice in Data Quality**
  - Data are strong example of expectations set by annual reporting measures.
  - Display includes exemplary analyses.
  - Descriptions of methods are appropriate, following best practices.
  - Use of multiple data sources to triangulate results.
- Other**
  - Specify:

A. If you agree, click "Yes" and briefly describe the display in the text box.

a. Select one or more of the criteria from the displayed list as applicable to the display.

B. If not, click "No."

**Guidance:**

- Review the examples below, along with the descriptions for each, taken from the 2020 EPP Annual Report Technical Guide. If the display of data rivals or surpasses the examples, indicate "Yes" and briefly describe the display.
- Use the check boxes to indicate one or more criteria. You may use the **Specify** box, under the **Other** category to indicate criteria not covered by those listed.

**Sample Feedback for Section 4, Question 3:**

"The display of data is exceptionally clear and is prominently displayed on the EPP's homepage. Measures and assessments are articulated clearly, and context is provided that allows the data to be public friendly."

Examples:

- ✓ Please see below for various examples of how EPPs are displaying data.
  - ✓ University of Louisville's College of Education & Human Development: <http://louisville.edu/education/front-page/about/data-dashboard>
  - ✓ Central Michigan University's College of Education & Human Services: <https://www.cmich.edu/colleges/ehs/unit/peu/Pages/Quick-Data-Links.aspx>
  - ✓ The College at Brockport State University of New York's Professional Education Unit: [https://brockport.edu/academics/professional\\_education/peuassessmentdata.html](https://brockport.edu/academics/professional_education/peuassessmentdata.html)
  
- a. Context:

EPPs are encouraged to contextualize the data to aid users in understanding and making meaning of the information, as relevant to the specific EPP and with increasing clarity and rigor over time.

  - ✓ Analyses and comparisons of Annual Reporting Measures between the EPP and the State provide an entry point for the user in Western Carolina University's display of measures: <https://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/office-of-assesment.aspx>
  
- b. Public Friendly:

Clear labels of the measures; definitions of terms that may be unfamiliar to the general public; explanations of the assessment any relevant benchmarks, scales, scoring keys, etc.; information regarding the settings in which the EPP operates, data collection caveats, limitations, etc.; and other background that contributes to transparency and accessibility are encouraged.

  - ✓ College of Charleston provides brief descriptions of assessment data to prep the reader for links that follow: <http://ehhp.cofc.edu/assessment/transparency.php>.
  - ✓ Emphasize the purpose and uses of the data for accountability and improvement. Please see the following link from Adelphi University for an example of explaining to the public the importance, purpose, and uses of the Annual Reporting Measures: <https://education.adelphi.edu/about/assessments/caep/>
  - ✓ Careful data visualization aids can also enhance the interpretability of data in terms of comparisons, trends, and categorizations. Appealing displays can engage the user and invite deeper exploration of accompanying, detailed data. Please see the following link for an example of a public accountability infographic: <http://www.depts.ttu.edu/education/institutional-research>.
  
- c. Messaging:

Performance data should be a point of pride for the EPP and displayed with appropriate headings and prominence – not just on an accreditation page to check off a CAEP requirement.

  - ✓ Situate performance within the goals and mission of the EPP.
    - The University of North Georgia displays each Annual Reporting Measure prominently on its website and provides a description of how the EPP collects and analyzes its performance data. <https://ung.edu/college-of->

[education/accreditation-and-reporting.php](http://education/accreditation-and-reporting.php)

- The University of Virginia proudly displays that 100% of its graduates obtain licensure. <https://curry.virginia.edu/making-impact>

d. Prominence:

CAEP encourages displaying relevant together and prominently to make it easier for consumers to access the data, as well as ease the number of links reported. Data may be accessible from multiple pages to increase the likelihood of users viewing the information. Data do not need to be on a “CAEP” page. EPPs have organized data around headings such as accountability, points of pride, candidate performance, program outcomes, performance monitoring, our results, fast facts, and other relevant phrases.

- Youngstown State organizes data presented around the CAEP impact and outcome measures: <http://www.ysu.edu/academics/beeghly-college-education/accreditation/annual-reporting-measures>

EPPs may also go beyond required publicly displayed data to increase public awareness of EPP inputs and results. (Note that quality and interpretability is preferable to a kitchen sink approach.)

- Howard University includes a wide variety of performance data and consumer information for public consumption: <https://education.howard.edu/accreditation/annual-reporting-measures-caep-standards/>

e. Disaggregation:

Consider disaggregating data, particularly advanced-level data, to maximize utility for the EPP and its stakeholders. Please see the following links for an example of disaggregation of some relevant data:

- <http://education.olemiss.edu/about/data.html>
- <https://education.campbell.edu/professional-education/caep-annual-report/>

Question 4:

[4.2] Does EPP narrative sufficiently address all question prompts?

4. [4.2] Does EPP narrative sufficiently address all question prompts?

Yes  No

a. If no, which prompts are not sufficiently addressed?

<input type="checkbox"/> Discuss any emerging, long-term, expected, or unexpected trends?
<input type="checkbox"/> Discuss any programmatic/provider-wide changes being planned as a result of these data?
<input type="checkbox"/> Are benchmarks available for comparison?
<input type="checkbox"/> Are measures widely shared?
<input type="checkbox"/> How are measures widely shared?
<input type="checkbox"/> With whom are measures shared?
<input type="checkbox"/> Overall, what have you learned about the EPP's performance on these outcome and impact measures?
<input type="checkbox"/> Specify:

b. Further clarification (optional)

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A. If you agree, click “Yes.”

B. If not, click “No.”

- a. Select one or more of the criteria from the displayed list as appropriate to indicate the prompts not sufficiently addressed; if you need to specify something not covered by the listed criteria, then click the checkbox next to ‘Specify:’ and fill out the text box that appears.
- b. If you would like to provide further clarification for your response on this section, fill out the text box under 4.b.

**Guidance:**

- Review the EPP’s narrative against the question prompts to determine whether all question prompts were addressed.
- If the narrative sufficiently addresses all question prompts, click ‘Yes’ and move to the next question.
- If the narrative did not address one or more of the prompts, click ‘No’ and check the one or more prompts that were not addressed.
- The **Further clarification** box is not required and can be left blank. If you would like to provide any additional information not covered by the section, you may use the box to include your input.

## **Section 5. Areas for Improvement, Weaknesses, and/or Stipulations**

This section asks EPPs to report on progress correcting any Areas for Improvement, Weaknesses, and/or Stipulations cited during the most recent accreditation site visit.

Any citations earned by EPPs at the most recent accreditation visit represent parts of accreditation standards or principles that were not demonstrated sufficiently according to expectations represented by such a designation. Therefore, rectifying these deficiencies is essential to the quality of the EPP and the integrity of accreditation. This section allows for the EPP’s annual reflection on progress -looking toward addressing gaps sufficiently within the required time - and CAEP’s monitoring of the EPP during the accreditation cycle between in-depth self-study submissions.

### Completing the feedback report for Section 5 in AIMS:

**Section 5:**

For each Area for Improvement, Weakness, or Stipulation, review the EPP’s narrative summary of activities and outcomes as they relate to correcting the area cited as a part of the last accreditation decision.

For each Area for Improvement, Weakness, or Stipulation, you will see the following prompts, organized by category:

The EPP does not provide evidence that completers apply content and pedagogical knowledge as reflected in state, national and SPA standards.

a. Please consider the following prompts as you continue to address deficiencies cited in relation to CAEP standards.

<p><b>Stakeholder engagement</b></p> <p><input type="checkbox"/> How are you engaging stakeholders (<b>P-12 partners, academic and clinical faculty, staff, administrators, community members, candidates, and completers</b>) in this work?</p> <p><input type="checkbox"/> How are you engaging stakeholders (<b>particularly P-12 partners</b>) in this work?</p> <p><input type="checkbox"/> How are you engaging stakeholders (<b>particularly a coalition of EPP faculty - academic and clinical -, staff, and administrators</b>) in this work?</p> <p><input type="checkbox"/> How are you engaging stakeholders (<b>particularly candidates and completers</b>) in this work?</p> <p><input type="checkbox"/> How are these data shared with stakeholders?</p> <p><b>Progress monitoring</b></p> <p><input type="checkbox"/> How are you monitoring and measuring progress?</p> <p><input type="checkbox"/> How do you/will you know the degree to which these changes result in improved outcomes?</p> <p><b>Leveraging data</b></p> <p><input type="checkbox"/> How are you leveraging existing data sources to inform your effort(s)?</p> <p><input type="checkbox"/> How can the actionability of data be improved? (Actionable: Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal.)</p> <p><input type="checkbox"/> What benchmarks or comparisons can you use to gauge your progress and add context?</p> <p><b>Integration/Triangulation</b></p> <p><input type="checkbox"/> How does this effort complement existing initiatives?</p> <p><input type="checkbox"/> How do these data work with other information and assessment results in your quality assurance system?</p> <p><input type="checkbox"/> Do you see any opportunities for data triangulation/convergence in your quality assurance system?</p> <p><input type="checkbox"/> How are you using these data for program improvement?</p> <p><b>Assessment Quality</b></p> <p><input type="checkbox"/> How does your assessment align with the sufficient-level criteria on the CAEP Evaluation Framework for EPP-Created Assessments?</p> <p><input type="checkbox"/> If you made modifications to a proprietary assessment, how have you re-evaluated validity?</p> <p><input type="checkbox"/> If you made a change to an EPP-created assessment, how does your assessment align with the sufficient-level criteria on the CAEP Evaluation Framework for EPP-Created Assessments?</p> <p><b>Other</b></p> <p><input type="checkbox"/> Specify:</p>
---

A. As applicable, select one or more of the prompts. If you select the 'Specify' prompt under the 'Other' category, then a text box will appear for you to write a prompt in the box.

### Guidance:

- Review the EPP's response for each of the recorded AFIs, weaknesses, or stipulations against the given prompts.
- Select as many prompts as appropriate and relevant to guide the EPP's responses.
- Begin by familiarizing yourself with the categories and prompts that are available. As you read the EPP's narrative, are there prompts that you can select that would further prompt the EPP in its work and response? If so, select the prompt or prompts.
- If you determine another prompt not covered by the pre-prepared selections, click 'Specify' under the 'Other' category and write the prompt in the text box that appears.
- If you are unable to determine which prompts might be appropriate due to a lack of information in the narrative, please click the box next to 'Specify' and indicate in the text box that appears, "Unable to provide feedback due to a lack of information."

## Section 6. Continuous Improvement

For this section, all providers have an opportunity to share continuous improvement efforts and processes relating to the CAEP Standards.

The prompts in Section 6 are aligned with CAEP Standard 5, Component 5.3, allowing providers to use the EPP Annual Report to catalog data and narrative over time in a way that prepares the provider to respond to Component 5.3 in the self-study report. Component 5.3 provides a chance for EPPs to put data related to the rest of CAEP's Standards to work to systematically change programs to improve outcomes for candidates and ultimately the P-12 students they will serve. Not only is the application of appropriate data to make and monitor informed changes a requirement of CAEP's Standards, but it is also a regular behavior and value of high-performing organizations; noticeably, the Baldrige Criteria and improvement science research inspired Standard 5.

## Completing the feedback report for Section 6 in AIMS:

### Question 1:

[6.1] Please consider the following prompts

1. [6.1] Please consider the following prompts

**Stakeholder engagement**

- How are you engaging stakeholders (**P-12 partners, academic and clinical faculty, staff, administrators, community members, candidates, and completers**) in this work?
- How are you engaging stakeholders (**particularly P-12 partners**) in this work?
- How are you engaging stakeholders (**particularly a coalition of EPP faculty - academic and clinical -, staff, and administrators**) in this work?
- How are you engaging stakeholders (**particularly candidates and completers**) in this work?
- How are these data shared with stakeholders?

**Progress monitoring**

- How are you monitoring and measuring progress?
- How do you/will you know the degree to which these changes result in improved outcomes?

**Leveraging data**

- How are you leveraging existing data sources to inform your effort(s)?
- How can the actionability of data be improved? (Actionable: Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal.)
- What benchmarks or comparisons can you use to gauge your progress and add context?

**Integration/Triangulation**

- How does this effort complement existing initiatives?
- How do these data work with other information and assessment results in your quality assurance system?
- Do you see any opportunities for data triangulation/convergence in your quality assurance system?
- How are you using these data for program improvement?

**Assessment Quality**

- How does your assessment align with the sufficient-level criteria on the CAEP Evaluation Framework for EPP-Created Assessments?
- If you made modifications to a proprietary assessment, how have you re-evaluated validity?
- If you made a change to an EPP-created assessment, how does your assessment align with the sufficient-level criteria on the CAEP Evaluation Framework for EPP-Created Assessments?

**Other**

- Specify:

Section 6: 1. Other

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A. As applicable, select one or more of the prompts. If you select the 'Specify' prompt under the 'Other' category, then a text box will appear for you to write a prompt in the box.

### Guidance:

- Review the EPP's narrative regarding its continuous improvement initiatives. Select as many prompts as appropriate and relevant to guide the EPP's responses. Begin by familiarizing yourself with the categories and prompts that are available.
- As you read the EPP's narrative, are there prompts that you can select that would further prompt the EPP in its work and response? If so, select the prompt(s).
- If you determine another prompt not covered by the pre-prepared selections, click 'Specify' under the 'Other' category and write the prompt in the text box that appears.
- You can access any documents that the EPP uploaded to the report. If an EPP uploaded documents in response to Section 6, then you will see paper clip icons and document names underneath the prompt to 'Upload data results or documentation of data-driven changes.'
- To access these documents, download the PDF of the EPP Annual Report onto your computer. Be sure to access the report from this save, as otherwise, the documents may not show up for you. Once opened, look toward the left-middle side of the screen for a left-facing arrow. There should then appear a paper clip icon at the top left. Click the paper clip icon and a list of uploaded documents will appear on the left. You can download those documents from this list.

How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Our work as a provider this past academic year has been centered on providing a seamless transition as Wheelock merges with Boston University. Faculty across both providers have worked collaboratively on course mapping, to ensure program quality and that the academic needs of teacher candidates are appropriately met. With the merger creating the new Wheelock College of Education and Human Development at Boston University, a new Office of Professional Preparation is being established, headed by Linda Banks-Santilli and Ryan Lovell, that will ensure quality and effective practicum placements, best practices, and to serve as a coordinated assessment and evaluation center, focused on continuous improvement. It is the intention for the new school to seek national recognition with CAEP. Improvements were made AY 2016-2017 in practicum experience; new surveys developed to provide better opportunity for teacher candidate to evaluate their program supervisor, and similar evaluative instrument of supervising practitioner (classroom teacher) was developed. The Licensure Officer and Director of Field Education at Wheelock visited partner schools with critical mass of teacher candidates, to strengthen partnerships and to gain partners' perspective on quality of teacher candidate. Attached are notes from the visits conducted. In addition, a survey of school partners was conducted to inform professional dispositions. Data from both instruments will inform, in part, the work of the new Office of Professional Preparation.

Tag the standard(s) or component(s) to which the data or changes apply.

- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
  - A.2.1 Partnerships for Clinical Preparation
  - A.2.2 Clinical Experiences

Upload data results or documentation of data-driven changes.

Default\_Report\_\_Qualtrix.pdf

Documentation\_Chart.xlsx

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?  
 Yes  No

6.3 Optional Comments

**Section 7: Transition**

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Our work as a provider this past academic year has been centered on providing a seamless transition as Wheelock merges with Boston University. Faculty across both providers have worked collaboratively on course mapping, to ensure program quality and that the academic needs of teacher candidates are appropriately met. With the merger creating the new Wheelock College of Education and Human Development at Boston University, a new Office of Professional Preparation is being established, headed by Linda Banks-Santilli and Ryan Lovell, that will ensure quality and effective practicum placements, best practices, and to serve as a coordinated assessment and evaluation center, focused on continuous improvement. It is the intention for the new school to seek national recognition with CAEP. Improvements were made AY 2016-2017 in practicum experience; new surveys developed to provide better opportunity for teacher candidate to evaluate their program supervisor, and similar evaluative instrument of supervising practitioner (classroom teacher) was developed. The Licensure Officer and Director of Field Education at Wheelock visited partner schools with critical mass of teacher candidates, to strengthen partnerships and to gain partners' perspective on quality of teacher candidate. Attached are notes from the visits conducted. In addition, a survey of school partners was conducted to inform professional dispositions. Data from both instruments will inform, in part, the work of the new Office of Professional Preparation.

Tag the standard(s) or component(s) to which the data or changes apply.

- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
  - A.2.1 Partnerships for Clinical Preparation
  - A.2.2 Clinical Experiences

Upload data results or documentation of data-driven changes.

Default\_Report\_\_Qualtrix.pdf

Documentation\_Chart.xlsx

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?  
 Yes  No

6.3 Optional Comments

**Section 7: Transition**

Question a:  
Further clarification

a. Further clarification (optional)

Yellow dashed-line text area for further clarification.

5000 char(s) left

A. If needed, use the further clarification box to include prompts not included in the list above.

**Guidance:**

The 'Further clarification' box is not required and can be left blank. If you would like to provide any additional information not covered by the section, please write that information in the 'Further clarification' area.

*Question 2:*

*[6.2] Did the EPP indicate the willingness to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP communications?*

2. Did the EPP indicate the willingness to share highlights, new initiative, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP communications?  
 Yes  No  
Thank you for your willingness to share your EPP's continuous improvement efforts. EPP Annual Report Reviewers and CAEP Staff are reviewing these and will reach out and share as appropriate.

A. If you agree, click "Yes." A 'thank you' statement will appear.

B. If not, click "No."

**Guidance:**

Check the EPP's response to question 6.2 in the 2020 EPP Annual Report. If the EPP indicated that, 'Yes' it was willing to share, then click 'Yes.' A short 'thank you' statement will appear below the question. Then move to question 2.1.

If the EPP indicated that, 'No' it was not willing to share, click 'No' and move to the next section.

*Question 2.1:*

*Is the continuous improvement initiative(s) described a particularly compelling example that would benefit other EPPs?*

2.1 Is the continuous improvement initiative(s) described a particularly compelling example that would benefit other EPPs?  
 Yes  No  
If yes, what specific aspect(s) of the initiative exemplary to flag for possible sharing through CAEP Conference or other communications vehicles?  
Yellow dashed-line text area for response.  
5000 char(s) left

A. If yes, click the radio button next to 'Yes.' Specify the exemplary aspects of the initiative

in the text box.

B. If no, click the radio button next to 'No.' The text box, if visible, will disappear.

**Guidance:**

If the EPP indicated that it was willing to share its work, evaluate the EPP's narrative and any supporting documentation that was provided. Detail specifically which initiative(s) would be helpful and write a clear rationale.

Consider:

- i. Does the narrative contain a compelling example of continuous improvement?
- ii. Would the example be helpful to other EPPs?
- iii. Would the example be suited best for a CAEP Conference session or for dissemination through other CAEP communications (website, monthly email)?

**Sample Feedback for Section 6, Question 2.1:**

"The EPP's clinical partnership initiative appears to be an exemplar due to thorough planning and may be particularly useful for small private EPPs."

**Section 7. Transition**

Section 7 applies to those EPPs seeking continuing accreditation status as they are moving from the legacy NCATE standards and TEAC quality principles. Providers are asked about self-assessed gaps in evidence relating to the CAEP Standards. They are also required to certify whether or not legacy standards or principles are currently met. Information about the EPP's performance on the legacy standards/quality principles helps CAEP better align monitoring procedures to CHEA's expectations.

Accordingly, this section does not appear for EPPs that are already CAEP Accredited or EPPs with visits in fall 2019 or spring 2020.

CAEP hopes that EPPs transitioning from NCATE or TEAC to CAEP accreditation standards will use this opportunity to effectively monitor their transition efforts.

This section calls for a thoughtful, yearly reflection about an EPP's progress toward successfully transitioning to CAEP. It also suggests to CAEP areas of prioritizing guidance to transitioning providers.

Completing the feedback report for Section 7 in AIMS:

*Question 1:*

*[7.1] Did the EPP identify any gaps?*

1. [7.1] Did the EPP identify any gaps?

Yes  No

If yes, please link to available CAEP resources.

Text input area with horizontal dashed lines for providing links to CAEP resources.

A. If you agree, click “Yes” and use the text box to link to any applicable CAEP resources.

B. If not, click “No.”

**Guidance:**

If the EPP identified any gaps, review the EPP’s narrative to determine whether any CAEP resources would be appropriate to share. See below for a list of resources by CAEP standard.

If the EPP did not identify any gaps, click “No” and move to the next question.

**CAEP Standards 1 & A.1**

- [Program Review Options by State](#)
- [SPA Program Review Policies and Procedures](#)
- [CAEP Consolidated Handbook](#) – January 31, 2020 (Standard 1, pages 34-45).

**CAEP Standards 2 & A.2**

- [CAEP Consolidated Handbook](#) – January 31, 2020 (Standard 2, pages 45-53).

**CAEP Standards 3 & A.3**

- CAEP Standard 3, [Component 3.2 Measures of Academic Proficiency](#)
- [CAEP Consolidated Handbook](#) – January 31, 2020 (Standard 3, pages 53-65).

**CAEP Standards 4 & A.4**

- CAEP Standard 4 Evidence: A Resource for EPPs:  
<http://caepnet.org/~media/Files/caep/standards/guidancecomponent41september2017.pdf?la=en>
- [CAEP Consolidated Handbook](#) – January 31, 2020 (Standard 4, pages 65-75).

**CAEP Standards 5 & A.5**

- [CAEP Consolidated Handbook](#) – January 31, 2020 (Standard 5, pages 22-28).
- **Assessments:**  
CAEP Evaluation Framework for EPP-Created Assessments:  
<http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>

**Sample Feedback for Section 7, Question 1:**

“The EPP indicated that it was working on modifying assessments to respond to CAEP standard 5. The CAEP Evaluation Framework for EPP-Created Assessments

<http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>) may be helpful in completing this work.

Question 2:

[7.2 & 7.3] Did the EPP certify currently meeting the legacy NCATE Standards or TEAC Quality Principles, as applicable?

2. [7.2 & 7.3] Did the EPP certify currently meeting the legacy NCATE Standards or TEAC Quality Principles, as applicable?

Yes  No

If no, please copy and paste the EPP's response into the box below.

5000 char(s) left

A. If you agree, click "Yes."

B. If not, click "No." Copy and paste the EPP's response into the box below.

**Guidance:**

If the EPP selected 'Yes,' then click 'Yes' and move to the next section to submit the report.

If the EPP selected 'No,' then click 'No' and copy and paste the EPP's response into the available text box. No further action is needed.

**Section 8. Preparer's Authorization (and submitting report)**

The final section of the report requests information on the report preparer and asks the preparer to affirm that they are authorized to complete the EPP Annual Report and demonstrate that they understand and agrees to CAEP's policy on data ownership, annual reporting, and misleading or incorrect statements.

Completing the feedback report for Section 8 in AIMS:

This is an acknowledgement that 2020 EPP Annual Report was authorized in Section 8.

- If information of the EPP's report writer is provided, indicate in the reviewer template comment box for Section B: "Authorization provided."
- If not, indicate the need for the EPP about the missing authorization.



**Part IV: APPENDICES**  
**APPENDIX A. List of Institutional/Regional Accreditors**  
**[For: Annual Report Reviewer Template-Section 3]**

<b>Regional Accrerator</b>	<b>Website</b>	<b>Institution Search/Directory</b>
Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges	<a href="http://www.accjc.org/">http://www.accjc.org/</a>	<a href="https://accjc.org/find-an-institution/">https://accjc.org/find-an-institution/</a>
Higher Learning Commission (HLC)	<a href="http://www.hlcommission.org/">http://www.hlcommission.org/</a>	<a href="https://www.hlcommission.org/Directory-of-HLC-Institutions.html">https://www.hlcommission.org/Directory-of-HLC-Institutions.html</a>
Middle States Commission on Higher Education (MSCHE)	<a href="http://www.msche.org/">http://www.msche.org/</a>	<a href="http://www.msche.org/institutions_directory.asp">http://www.msche.org/institutions_directory.asp</a>
New England Association of Schools and Colleges (NEASC-CIHE) Commission on Institutions of Higher Education	<a href="http://cihe.neasc.org/">http://cihe.neasc.org/</a>	<a href="https://cihe.neasc.org/about-our-institutions/roster">https://cihe.neasc.org/about-our-institutions/roster</a>
Northwest Commission on Colleges and Universities	<a href="https://www.nwccu.org/">https://www.nwccu.org/</a>	<a href="https://www.nwccu.org/member-institutions/directory/">https://www.nwccu.org/member-institutions/directory/</a>
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	<a href="http://www.sacscoc.org/">http://www.sacscoc.org/</a>	<a href="http://www.sacscoc.org/search.asp">http://www.sacscoc.org/search.asp</a>
WASC Senior College and University Commission (WSCUC)	<a href="http://www.wscuc.org/">http://www.wscuc.org/</a>	<a href="https://www.wscuc.org/institutions">https://www.wscuc.org/institutions</a>

<b>National Faith-Related Accrediting Organizations</b>	<b>Website</b>	<b>Institution Search/Directory</b>
Association for Biblical Higher Education (ABHE) Commission on Accreditation	<a href="http://www.abhe.org/">http://www.abhe.org/</a>	<a href="https://www.abhe.org/directory/">https://www.abhe.org/directory/</a>
Commission on Accrediting of the Association of Theological Schools (ATS)	<a href="http://www.ats.edu/">http://www.ats.edu/</a>	<a href="http://www.ats.edu/member-schools">http://www.ats.edu/member-schools</a>
Association of Advanced Rabbinical and Talmudic Schools (AARTS), Accreditation Commission		<a href="https://www.chea.org/association-advanced-rabbinical-and-talmudic-schools-accreditation-commission">https://www.chea.org/association-advanced-rabbinical-and-talmudic-schools-accreditation-commission</a>
Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission	<a href="http://www.tracs.org/">http://www.tracs.org/</a>	<a href="https://tracs.org/TRACS_Institutions.html">https://tracs.org/TRACS_Institutions.html</a>

<b>National Career-Related Accrediting Organizations</b>	<b>Website</b>	<b>Institution Search/Directory</b>
Accrediting Council for Independent Colleges and Schools (ACICS)	<a href="http://www.acics.org/">http://www.acics.org/</a>	<a href="http://personify.acics.org/Default.aspx?TabId=204">http://personify.acics.org/Default.aspx?TabId=204</a>

Distance Education Accrediting Commission (DEAC)	<a href="http://www.deac.org/">http://www.deac.org/</a>	<a href="https://www.deac.org/Student-Center/Directory-Of-Accredited-Institutions.aspx">https://www.deac.org/Student-Center/Directory-Of-Accredited-Institutions.aspx</a>
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**APPENDIX B. List of State Approval Authorities**  
**[For Section 3]**

<b>Entity</b>	<b>State</b>	<b>Website</b>
Alaska Department of Education & Early Development	AK	<a href="#">Link</a>
Alabama State Department of Education	AL	<a href="#">Link</a>
Arkansas Department of Education	AR	<a href="#">Link</a>
Arizona Department of Education	AZ	<a href="#">Link</a>
California Commission on Teacher Credentialing	CA	<a href="#">Link</a>
Colorado Commission on Higher Education	CO	<a href="#">Link</a>
Connecticut State Department of Education	CT	<a href="#">Link</a>
District of Columbia Office of State Superintendent of Education	DC	<a href="#">Link</a>
Delaware Department of Education	DE	<a href="#">Link</a>
Florida Department of Education	FL	<a href="#">Link</a>
Georgia Professional Standards Commission	GA	<a href="#">Link</a>
Hawaii Teacher Standards Board	HI	<a href="#">Link</a>
Iowa Department of Education	IA	<a href="#">Link</a>
Idaho State Department of Education	ID	<a href="#">Link</a>
Illinois State Board of Education	IL	<a href="#">Link</a>
Indiana Department of Education	IN	<a href="#">Link</a>
Kansas State Department of Education	KS	<a href="#">Link</a>
Kentucky Education Professional Standards Board	KY	<a href="#">Link</a>
Louisiana Department of Education	LA	<a href="#">Link</a>
Massachusetts Department of Elementary and Secondary Education	MA	<a href="#">Link</a>
Maryland State Department of Education	MD	<a href="#">Link</a>
Maine Department of Education	ME	<a href="#">Link</a>
Michigan Department of Education	MI	<a href="#">Link</a>
Minnesota Dept. of Education	MN	<a href="#">Link</a>
Missouri Department of Elementary & Secondary Education	MO	<a href="#">Link</a>
Mississippi State Department of Education	MS	<a href="#">Link</a>
Montana Office of Public Instruction	MT	<a href="#">Link</a>
North Carolina Department of Public Instruction	NC	<a href="#">Link</a>
North Dakota Education Standards and Practices Board	ND	<a href="#">Link</a>
Nebraska Department of Education	NE	<a href="#">Link</a>
New Hampshire Department of Education	NH	<a href="#">Link</a>
New Jersey Department of Education	NJ	<a href="#">Link</a>
New Mexico Public Education Department	NM	<a href="#">Link</a>
Nevada Department of Education	NV	<a href="#">Link</a>
New York State Education Department	NY	<a href="#">Link</a>
Ohio Department of Education	OH	<a href="#">Link</a>
Office of Educational Quality and Accountability	OK	<a href="#">Link</a>
Oregon Teacher Standards and Practices Commission	OR	<a href="#">Link</a>
Pennsylvania State Department of Education	PA	<a href="#">Link</a>
Puerto Rico Council on Higher Education	PR	Not Currently Available
Rhode Island Department of Education	RI	<a href="#">Link</a>

South Carolina Department of Education	SC	<a href="#">Link</a>
South Dakota Dept. of Educ. and Cultural Affairs	SD	<a href="#">Link</a>
Tennessee Department of Education	TN	<a href="#">Link</a>
Texas Education Agency	TX	<a href="#">Link</a>
Utah State Office of Education	UT	Not Currently Available
Virginia Department of Education	VA	<a href="#">Link</a>
Vermont Department of Education	VT	<a href="#">Link</a>
Washington Professional Educator Standards Board	WA	<a href="#">Link</a>
Wisconsin Department of Public Instruction	WI	<a href="#">Link</a>
West Virginia Department of Education	WV	<a href="#">Link</a>
Wyoming Professional Teaching Standards Board	WY	<a href="#">Link</a>

## **APPENDIX C. Excerpts on Standards 4 and A.4** **[For Section 4]**

(Excerpted from pages 66-73 of the [CAEP Consolidated Handbook](#))

### Standard 4 Key concepts

Standard 4 addresses the results of preparation when completers are employed in positions for which they are prepared. The standard especially emphasizes the impact on P-12 student learning as measured in multiple ways, and the components collectively create a complementary suite of measures focused on classroom instruction and results, as well as completer and employer satisfaction. The 2013 CAEP Standards draw from the principles of the Baldrige Education Criteria, which stipulate that any organization providing education services must know the results of those services.

The key concepts for Standard 4 are the same as the four components:

- **Teacher impact on P-12 student learning and development** through multiple measures [component 4.1]
- **Teaching effectiveness in the classroom** through validated observations instruments and/or student perception surveys [component 4.2]
- **Satisfaction with preparation as viewed by employers**, including employment milestones such as promotion and retention [component 4.3]
- **Satisfaction with preparation as viewed by completers** [component 4.4]

The measurement challenges for Standard 4, while substantial, continue to evolve. CAEP points to three documents in particular that may help guide providers:

- CAEP’s web resources contain a report from the American Psychological Association ([Assessing and Evaluating Teacher Preparation Programs](#)) on the use of assessments, observations, and surveys in educator preparation, including the use of P-12 student learning information as part of teacher evaluations.
- The [CAEP Evidence Guide](#) contains a section on options for measuring P-12 student learning in both pre-service and in-service situations, and includes information pertaining to states that make various forms of value-added data in teacher evaluations available to providers and those that do not.
- CAEP has posted a “resource” based on three different examples that EPPs have included as part of their self-study report evidence, titled [CAEP Standard 4 Evidence: A Resource for EPPs](#).

Among the Standard 4 measures are ones for which the Gates-supported Measures of Effective Teaching (MET) study has found a strong correlation with P-12 student learning. Teacher observation evaluations and student surveys can each inform questions about the completer’s teaching behaviors and interactions with students. The remaining two components, 4.3 and 4.4, examine satisfaction of completers and employers with preparation—again, providing important, highly relevant information for providers to use in analyzing the consequences of their preparation courses and experiences. Finally, information on completer persistence and employment milestones can indicate career orientation and paths of progress that providers can use in their own plans and actions.

### **NOTE: The components of Standard 4 represent 4 of the “Annual Reporting Measures.”**

CAEP’s requests for provider annual reports include a section that asks EPP’s to provide prominent and public links to the Annual Reporting Measures, including the components of Standard 4. In addition to providing a link, the EPP is asked to summarize the posted data, analyze trends, and summarize how data were used for continuous improvement and programmatic changes. The submission of an EPP’s Annual Report to CAEP should provide documentation that it can summarize to address component 5.4 at the time the SSR is compiled. In addition, trends in the EPP’s cumulative reports since the last accreditation cycle will be included and interpreted as part of the SSR.

PHASE-IN APPLIES to evidence for all components in Standard 4

- See the CAEP Guidelines for Plans for details on the format and content of Phase-in Plans that are permitted under accreditation policy.
- See the Initial Preparation Phase-in Schedule (Appendix B) for details on the timeline for submitting “plans only,” “plans plus progress” (including expectations for first data collection), and “full data.”

Evidence of P-12 student impact (component 4.1)

If you have access to data in a state that uses P-12 student learning data (or data from multiple states where completers are employed), your SSR should include data on completers' contribution to student learning growth through such evidence as follows:

- Value-added modeling (VAM)
- Student growth percentiles tied to teacher (completers or provider)
- Student learning and development objectives
- State-supported measures addressing P-12 student learning and development that can be linked with teacher data
- Providers' documentation of analysis and evaluation of the evidence presented on completers' impact on P-12 student learning

If these data are available and applicable, you should demonstrate your familiarity with evidence such as the following:

1. Sources of any P-12 learning data from states on
  - a. Psychometric soundness of the assessments taken by students
  - b. Complementary sources of evidence
2. P-12 student data, such as the following:
  - a. Proportion of your completers for whom P-12 student growth measures are available and the extent to which the reported completers are representative of all of your completers
  - b. Degree of attrition (student data – provides context) from before current performance measures of P-12 students that would influence interpretations of data
  - c. The manner by which student data are linked with teachers to judge the accuracy of the associated teacher data (scores should only be used for P-12 students who are taught by the provider's completers)
3. Your state's practice of reporting data, including the following information
  - a. Level of the state disaggregation of data so that relevant information is available for specific preparation fields
  - b. State criteria used to establish the minimum number of completers for whom data are shared with the provider
  - c. State's decisions as to the number of years that completers' performance is associated with their preparation
  - d. Disaggregated data provided by the state that permit comparisons for prior P-12 performances
  - e. Disaggregation of data provided by the state that permit comparisons for completers teaching in similar situations, such as special education, disability, English Language Learners, attendance, and gifted.

If you are a provider that does not have access to state P-12 student learning data or are a provider that is supplementing state or district data with data on subjects or grades not covered, the following guidance applies: • You may be eligible to meet the standard using the phase-in provisions of accreditation policy. For example, initially you create an appropriate design; then conduct a pilot data

collection and analysis; and then make refinements and further data collection.

- You can maintain a continuing cycle of such studies, examining completer performance in different grades and/or subjects overtime.
- You can develop case studies of completers that demonstrate the impacts of preparation on P12 student learning and development and can be linked with teacher data; some examples follow:
  - o Your own case studies of completers
  - o Completer-conducted action research
  - o Descriptions of partnerships with individual schools or districts
  - o Description of methods and development of any assessment used
  - o Use of focus groups, blogs, electronic journals, interviews, and other evidence

#### Evidence of teaching effectiveness—instructional proficiencies (Component 4.2)

Whereas component 4.1 focuses on student outcomes, component 4.2 focuses on the teaching practices of completers that are associated with those outcomes. For evidence of teaching effectiveness, you should submit data on completers' classroom application of professional knowledge, skills, and dispositions promoted in the preparation program (as described in relation to Standards 1-3). These can include the following:

- P-12 student perception surveys, and/or
- classroom observations of completers using measures correlated with P-12 student learning, such as those used in the MET study, and/or
- provider-created classroom observations aligned with InTASC Standards or state standards.

If state-created student surveys and/or observation tools have been administered, the provider could rely on those measures, taking care to describe the content and how it relates to the knowledge, skills, and dispositions in the InTASC Standards and the conceptual framework of the preparation program.

For the SSR you should describe the representativeness of the data, analyze student survey and completer observation evidence, and interpret the results. Discussions of results should include any comparisons that are supported by the quantity of data; these could include comparisons of results across licensure areas at your EPP, between your completers' results and external benchmarks (e.g, district, state, national, or other relevant benchmarks), or over time.

#### Evidence from employers (Component 4.3)

You should submit data on indicators of employer satisfaction with completers' preparation from evidence sources such as the following:

- 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); and
- Employer satisfaction case studies (include a description of methodology).

You should submit on employment milestones such as the following:

- Promotion;
- Employment trajectory;
- Employment in high-needs schools;
- Retention in education position for which initially hired or

- another education role by the same or a different employer; and
- Rates of achieving the next step in states with stepped certification (e.g., moving from induction-level certificate to professional-level/permanent certificate).

#### Evidence from completers (Component 4.4)

You should submit data on completers' perception of their preparation as relevant to the responsibilities they confront on the job:

- Completer satisfaction surveys (include instrument, sampling, response rates, timing);
- Completer satisfaction interviews (include population represented, response rates, instrument content, timing);
- Provider focus groups of completers (include population represented, response rates, instrument content, timing); and
- Completer satisfaction case studies (include a description of methodology).

(Excerpted from pages 66-73 of the [CAEP Consolidated Handbook](#))

#### Evidence examples for Standard A.4

The purpose of Standard A.4 is to provide a source of feedback to EPPs about the successes of their candidates, as one source they draw from for continuous improvement. These data are particularly useful as tools to evaluate the adequacy of preparation, and of greater value to providers when results indicate performance in relation to specified benchmarks, norms, and cut scores.

#### Examples of employer satisfaction and employment milestones (Component A.4.1)

Providers submit data on indicators of employer satisfaction with completers' preparation from evidence sources such as the following:

- 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); and
- Employer satisfaction case studies (include a description of methodology).

Providers submit data on employment milestones such as the following:

- Promotion;
- Employment trajectory;
- Employment in high-needs schools; and
- Retention in
  - education position for which initially hired or
  - another education role by the same or a different employer.

#### Examples of completer satisfaction (Component A.4.2)

Completer survey information has frequently been difficult to obtain, but current initiatives by states may change the consistency and responses to such surveys. The results are particularly useful as tools to evaluate the adequacy of preparation when the questions are specific to particular aspects of preparation; they are of

greater value to providers when results indicate performance in relation to specified benchmarks, norms, and cut scores. EPPs should present an explicit case for meeting this component. Providers submit trend data on completers' perception of their preparation as relevant to the responsibilities they confront on the job:

- Completer satisfaction surveys (include instrument, sampling, response rates, timing);
- Completer satisfaction interviews (include population represented, response rates, instrument content, timing);
- Provider focus groups of completers (include population represented, response rates, instrument content, timing); and
- Completer satisfaction case studies (include a description of methodology).

PHASE-IN APPLIES for Advanced-Level Accreditation:

See Appendix B: Phase-in Schedule and Guidelines for Plans for details on timeline for submitting “plans only,” “plans with progress” steps including expectations for the first data collection, as well as guidelines on the content of phase-in plans that are permitted under accreditation policy. The phase-in procedure applies to components A.4.1 and A.4.2.