

## Highlight features

### CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level

Feature	Explanation
<p><b>1. Standard 5 is first, rather than last, in the presentation</b></p>	<ul style="list-style-type: none"> <li>• Continuous improvement is a critical feature throughout CAEP’s standards (see Standard 5).</li> <li>• Continuous improvement is also a requirement that all accreditors must address under standards of the Council for Higher Education Accreditation (CHEA).</li> <li>• Placing Standard 5 first indicates that continuous improvement can only happen when the provider has an effective quality assurance system that produces, analyzes, and uses data.</li> <li>• Making a case that any CAEP Standard is met depends on the capacities of the quality assurance system and the use of data for internal investigation of the provider’s progress.</li> </ul>
<p><b>2. There is a longer section on conducting self-studies and writing self-study reports (SSRs)</b></p>	<ul style="list-style-type: none"> <li>• Materials from different parts of the 2016 Handbook, and from “general rules” in <i>Evidence Sufficiency Criteria</i> shared at recent CAEP events, have been brought together in one place.</li> <li>• Section B of the <i>Handbook</i> addresses: conducting the self-study, writing the report, building a case that a standard is met, using data in the self-study report, and reporting on CAEP’s themes of diversity and applications of technology.</li> </ul>
<p><b>3. There is more emphasis on standards and their principal concepts, and less on individual components</b></p>	<ul style="list-style-type: none"> <li>• The <i>Handbook</i> gives greater weight to the primary focus of each standard, as a whole, and to rigorous evidence, instead of treating all components as if they were equal.</li> <li>• Components provide detail about the intent of the standard and its interpretation.</li> <li>• See the <i>underlying concepts and considerations</i> section under each standard; these summarize the focus of each standard.</li> <li>• New <i>reflection question</i> prompts under each standard help providers examine their own performance in relation to the CAEP Standards, and build a case that a standard is met.</li> </ul>
<p><b>4. There are more complete references to the CAEP diversity and technology themes</b></p>	<ul style="list-style-type: none"> <li>• The <i>Handbook</i> section on cross-cutting themes (B.5) introduces <i>reflection questions</i> intended to assist the educator preparation provider’s (EPP) definition of the knowledge, skills, and dispositions that will prepare advanced-level educators to perform in their specialty field effectively under the diverse contexts found in American schools.</li> <li>• <i>Reflection questions</i> also reinforce the explicit references to diversity and technology found in CAEP Standards 1, 2, and 3.</li> </ul>
<p><b>5. There are evidence sufficiency criteria in Appendix A</b></p>	<ul style="list-style-type: none"> <li>• Appendix A contains suggestions for self-study report contents to document standards, describes what site teams will try to establish as they examine the self-study report, and specifies criteria that site teams will apply in their evaluation of the evidence. It concludes with lists of insufficiencies that can lead to CAEP Accreditation Council findings of areas for improvement (AFIs), stipulations, or unmet standards.</li> <li>• These are adaptations from evaluation rubrics originally written for initial preparation, and from pilot versions of sufficiency criteria that were shared at recent CAEP events.</li> </ul>
<p><b>6. The evidence examples are grouped together, not separated by components</b></p>	<ul style="list-style-type: none"> <li>• This change is part of giving greater emphasis to the standard holistically.</li> <li>• The examples are similar to those in the 2016 Handbook, modified as appropriate to fit advanced-level standards and grouped under headings for the main concepts in each standard.</li> </ul>
<p><b>7. The language describing “required components” is different</b></p>	<ul style="list-style-type: none"> <li>• The phrase “required components” has been modified so that it emphasizes the <i>evidence</i> needed for a component—e.g., “evidence must demonstrate that component 5.4 is met”</li> <li>• “Evidence” is a more accurate description of what CAEP Accreditation depends on to judge sufficiency.</li> </ul>
<p><b>8. For advanced-level preparation, the guidance in this Handbook and the AIMS template links for guidance are consistent</b></p>	<ul style="list-style-type: none"> <li>• As a general point, EPPs should use CAEP Handbooks as their guide for preparation of self-study reports since they contain more information about self-studies and accreditation procedures.</li> <li>• The CAEP self-study report (SSR) templates, in the AIMS system, are used by EPPs to assemble and upload text for their SSR. There is a link to guiding paragraphs for the EPP in each template location where the EPP inserts their summary statement for a standard.</li> <li>• With this new <i>Handbook</i>, the <i>Handbook</i> guidance and the template guidance will be aligned so that they give the same message about advanced-level programs.</li> </ul>