

The logo for CAEP CON, with 'CAEP' in green and 'CON' in grey, separated by a yellow swoosh.

CAEP CON

A large yellow banner with black text.

SPRING CAEP CON 2020

A yellow banner with black text.

NEW ORLEANS, LA

A yellow banner with black text.

MARCH 9-12

PRELIMINARY  
EVENT PROGRAM



# Join Us at CAEPCon

Spring 2020 CAEPCon is almost here!

We invite you to register to attend this national event. CAEPCon 2020 will offer participants many opportunities and sessions to learn about CAEP, whether you are exploring as a beginner or have advanced knowledge about the evidence required for the demonstration of achieving our standards.

Evaluations from previous events are used to improve every conference, which has resulted in a steady increase in the number of favorable experiences reported by our attendees. CAEP utilizes the feedback obtained from our events to provide the most relevant and experienced speakers and topics for you.

Today, we recognize there are increasing threats to quality educator preparation, decreasing the number of candidates overall, as well as state action to lower standards and sanctioned shortcuts with preparation avenues leaving candidates without the necessary skills and knowledge to be effective in improving K-12 student achievement.

Seeking and achieving CAEP accreditation stands in contrast to these efforts and differentiates your programs from those choosing shortcuts. Your attendance at this event demonstrates your commitment to high-quality preparation.

Join us in New Orleans! We look forward to welcoming you to this beautiful city to participate in this important and professional experience.

*Chris A. Koch*

Chris



Online [Registration](#) Available Until February 21, 2020

# PRECON ORIENTATION

MONDAY, MARCH 9

For our early arrivers, CAEP offers free, optional pre-conference sessions, or PreCons, designed as a preliminary introduction to conference content. Attendees are invited to these sessions for an early look into what's in store for them at CAEPCon. PreCons serve to aid CAEPCon-goers in navigating the conference and aim to guide attendees toward content best suited for wherever they are in the accreditation process.

These sessions are intentionally staggered to allow for attendance to multiple PreCons. This spring's conference features four PreCons: Novice Level, Interim Advanced-Level Programs, Experienced Level and Program Review.

# MAIN PROGRAMMING

TUESDAY, MARCH 10 – WEDNESDAY, MARCH 11

Our main conference programming kicks off on Tuesday, March 10th with our opening session and keynote address with concurrent sessions thereafter.

CAEP aims to provide attendees with multiple perspectives at each presentation. Take note of the icons (on event program pages to follow) next to each listed presenter. At any given session, presenters may be CAEP staff, Board Members, Accreditation Councilors, site visitors and/or fellow EPP colleagues with recent experience navigating the CAEP accreditation process. During this time, attendees are also invited to check out the added conference features – including our CAEPCon exhibitors, exhibitor sessions, and CAEPCafé.

# POSTCON WORKSHOPS

WEDNESDAY, MARCH 11 – THURSDAY, MARCH 12

At the conclusion of our main conference programming, attendees are offered two additional post-conference learning opportunities. These workshops are spread over two days, with part 1 occurring on the final day of CAEPCon, Wednesday, March 11 and part 2 taking place the following day, Thursday, March 12. This spring's PostCon topics are: Self-Study Report and A3: Accreditation, Accountability, and Assessment. A separate registration fee, as well as pre-registration, is required for the post-conference workshops.

## JOIN THE CONVERSATION

To share your CAEPCon experiences follow us on Twitter [@caepupdates](https://twitter.com/caepupdates) – and be sure to include [#CAEPCon!](https://twitter.com/CAEPCon)



## THE CAEPCON APP NAVIGATE CAEPCON BY MOBILE OR BY WEB

With the CAEPCon app, attendees can opt to receive conference materials and alerts, create your own schedule, chat with other attendees, and more!

As the conference nears, **registered attendees** will receive instructions on how to access the app via an EventMobi email.

**Onsite registrants** will receive instructions at the CAEPCon registration desk.

# SCHEDULE AT A GLANCE

## Monday, March 9, 2020 | Check-in & PreCons

11 AM – 6 PM	Check-in & Onsite Registration
2 PM – 3 PM	PreCon – Novice Level*
2 PM – 3 PM	PreCon – Interim Advanced-Level Programs*
3 PM – 4:30 PM	PreCon – Experienced Level*
5 PM – 6 PM	PreCon – Program Review*
*free, optional sessions	

## Tuesday, March 10, 2020 | CAEPCon: Day 1

7 AM – 8:30 AM	Continental Breakfast
7 AM – 5:30 PM	Check-in & Onsite Registration
7 AM – 6:30 PM	Exhibits Open
7:30 AM – 8:30 AM	Exhibitor Sessions
8:45 AM – 10 AM	Welcome Session & Keynote Address
10 AM – 5:30 PM	CAEPCafé   Resource Center
10:15 AM – 11:15 AM	CAEPCon Session Block 1
11:30 AM – 12:30 PM	CAEPCon Session Block 2
12:30 PM – 2 PM	Lunch (on your own)
12:45 PM – 1:45 PM	Exhibitor Sessions
2 PM – 3 PM	CAEPCon Session Block 3
3:15 PM – 4:15 PM	CAEPCon Session Block 4
4:30 PM – 5:30 PM	CAEPCon Session Block 5
5:30 PM – 6:30 PM	Networking Reception

## Wednesday, March 11, 2020 | CAEPCon: Day 2 & PostCons, Part 1

7 AM – 8:30 AM	Continental Breakfast
7 AM – 12 PM	Check-in & Onsite Registration
7 AM – 12 PM	Exhibits Open
7:15 AM – 8:15 AM	Exhibitor Sessions
8:15 AM – 12 PM	CAEPCafé   Resource Center
8:15 AM – 9:30 AM	CAEPCon Session Block 6 (75-minutes)
9:45 AM – 11 AM	CAEPCon Session Block 7 (75-minutes)
11:15 AM – 12:15 PM	CAEPCon Session Block 8
12:15 PM	Main CAEPCon Programming Adjourns
1 PM – 2 PM	PostCon Information Desk
2 PM – 5:30 PM	PostCon Workshops: Part 1**

## Thursday, March 12, 2020 | PostCons, Part 2

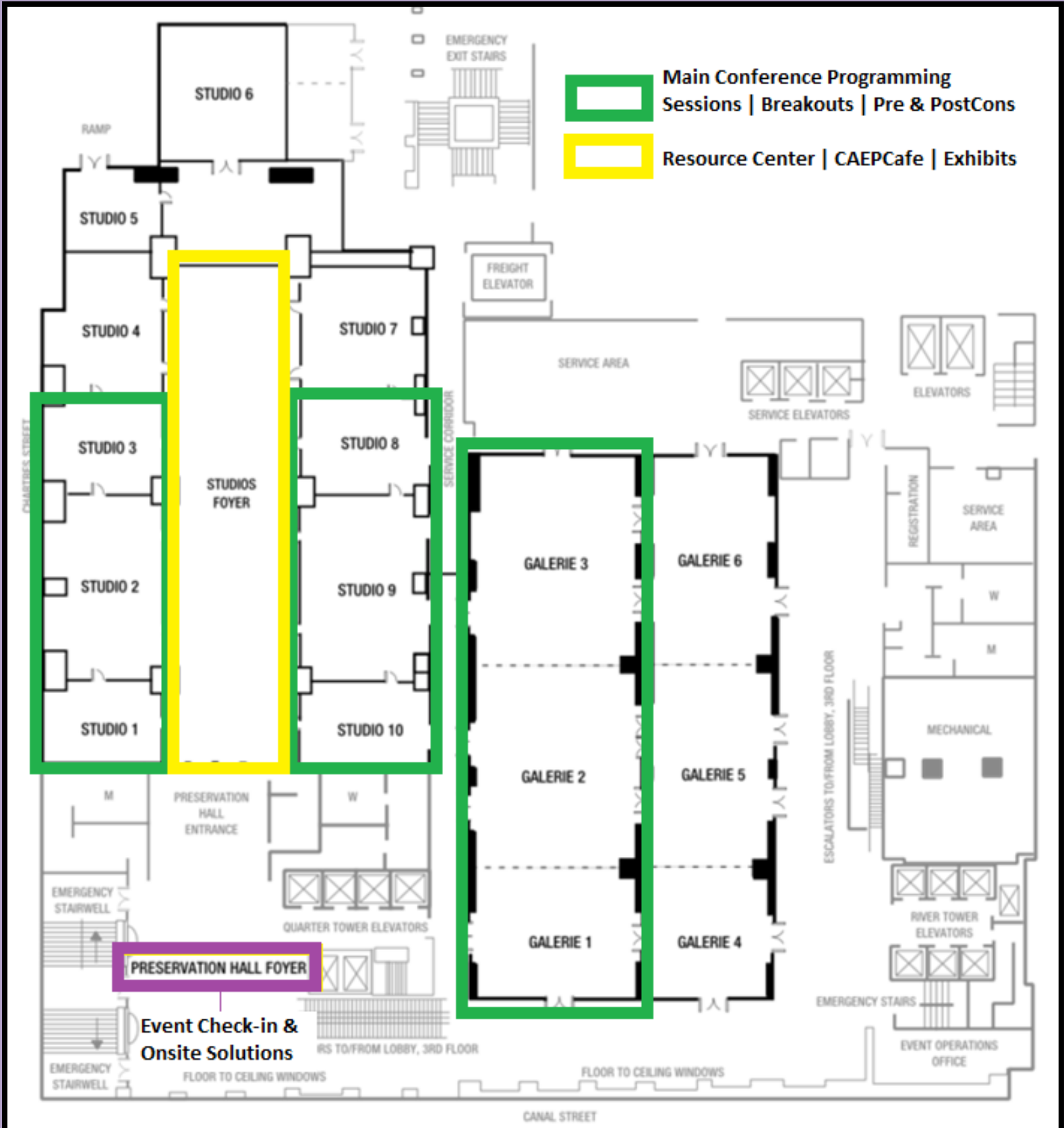
7:30 AM – 8:30 AM	Continental Breakfast
7:30 AM – 12 PM	PostCon Information Desk
8:30 AM – 12 PM	PostCon Workshops: Part 2 **
12 PM	PostCon Adjourns

\*\*Separate Registration Fee Required for PostCon Workshops



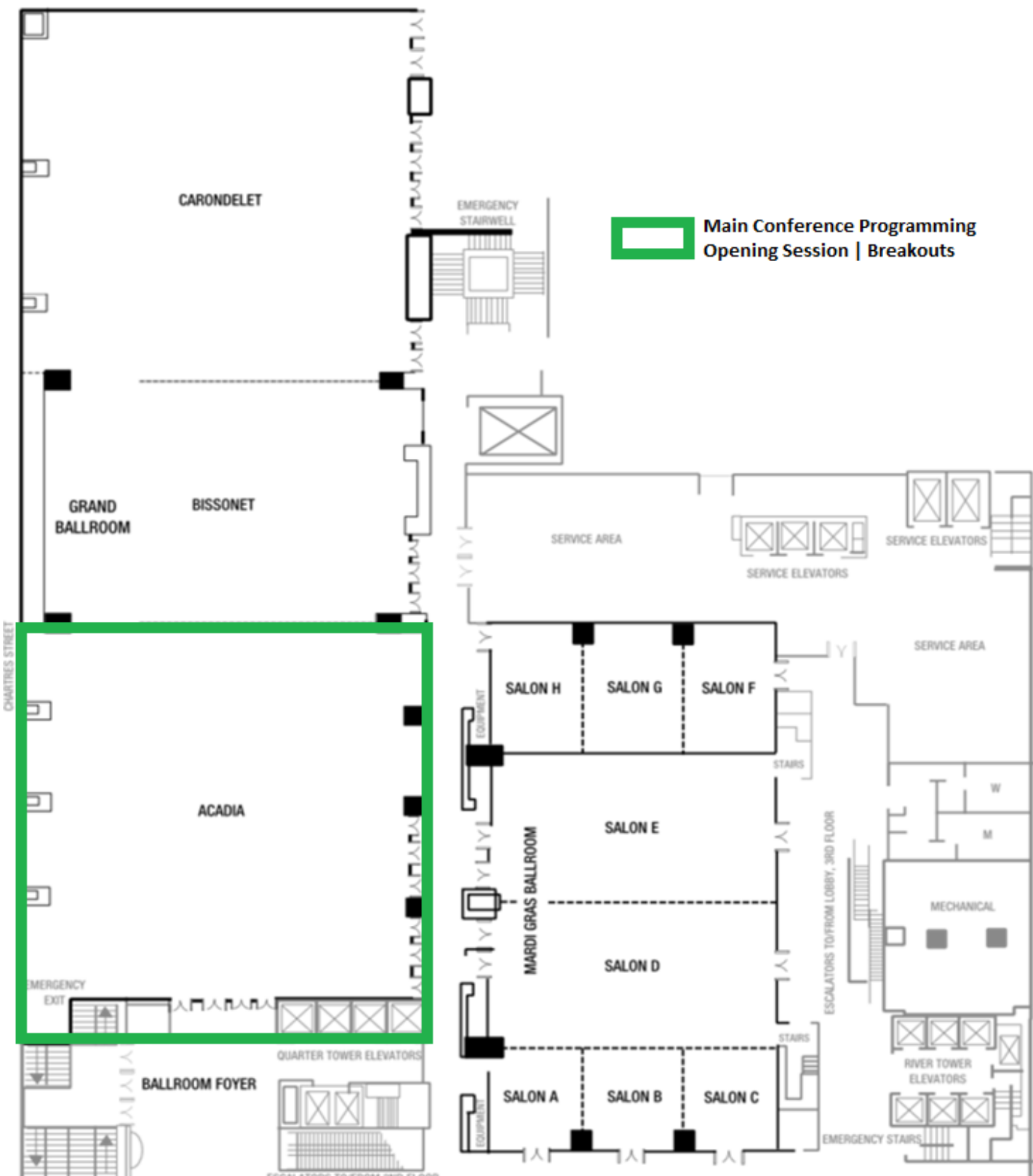
# FLOOR PLAN: 2<sup>ND</sup> Level

## Registration | Breakouts | Exhibits



# FLOOR PLAN: 3<sup>rd</sup> Level

## Opening Session | Breakouts



# ICONS EXPLAINED

Look for these icons to distinguish content



## NOVICE TRACK

These sessions cater to attendees with a beginner-level understanding of CAEP and the accreditation process. If you're new to all things CAEP, this is a great place to start. All sessions related to standards are offered with both beginner/novice-level presentations and experienced-level presentations.



## EXPERIENCED TRACK

For those familiar with the process, try out an experienced-level session for more detailed, deeper-dive level content. If you're a seasoned teacher-prep professional, this might be an ideal track to stick with. Experienced sessions present a more narrow-scope view of topics, whereas novice-track sessions look at giving attendees a big picture understanding of the content.



## ADVANCED STANDARD

Not to be confused with an experienced-track session, advanced standards are covered at CAEPCon, as well as the standards for initial-level programs. Any sessions regarding the advanced standards for advanced-level programs are denoted with this icon.

## DIVERSE PERSPECTIVES:

Find out more about your session speaker(s)



# PRECON ORIENTATIONS

## MONDAY, MARCH 9

### PRECON: NOVICE

2 PM – 3 PM |

This PreCon Orientation is perfect for anyone with little or no knowledge of the overall accreditation process. The session will give participants guidance on what to anticipate on the 'Novice Track.' On this track, participants will get a basic, introductory understanding of the concepts behind each standard and associated components, as well as general guidelines on how to best meet standards.

### PRECON: INTERIM ADVANCED-LEVEL PROGRAMS

2 PM – 3 PM |

This PreCon session is geared towards EPP faculty and/or accreditation coordinators preparing for an Interim Advanced Visit in 2021 or 2022. The PreCon is a follow up to the Interim Advanced-Level Programs webinar, and will focus on expectations, virtual visit format, and answering EPP questions.

### PRECON: EXPERIENCED

3:30 PM – 4:30 PM |

This PreCon Orientation is suited for anyone with some prior CAEP knowledge looking to deepen their understanding of the accreditation process. This session will outline what to anticipate on the 'Experienced Track,' such as focusing in on evidence sufficiency criteria to demonstrate concepts of the standards and components.

### PRECON: PROGRAM REVIEW

5 PM – 6 PM |

This PreCon Orientation is suited for anyone looking to deepen their understanding of the accreditation process. Participants will gain a basic understanding of the scope of CAEP Accreditation and program review, available program review options, purpose of conducting program-level review, and the state's role in selecting program review options. This session will serve as an introductory reference for later conference sessions on CAEP Standards 1 and A.1.

LSV

Dustin Hebert, Ph.D.  
**Louisiana Tech University**

AC

Janet Stramel, Ph.D.  
**Fort Hays State University**



C

Malina Monaco, Ph.D.  
**CAEP**

LSV

Erin Thomas Horne, Ph.D.  
**North Carolina State University**



E

Kim Boyd, Ed.D.  
**Oral Roberts University**

C

Vince O'Neill, Ed.D.  
**CAEP**



C

Banhi Bhattacharya, Ph.D.  
Malina Monaco, Ph.D.  
**CAEP**



# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### CONTINENTAL BREAKFAST

7 AM – 8:30 AM |

### EXHIBITOR SESSION | 7:30 AM – 8:30 AM

Presented by **STANDARD FOR SUCCESS**

7:30 AM – 8:30 AM |

#### **USING AN INTASC & CAEP ALIGNED RUBRIC TO PROVIDE CANDIDATE FEEDBACK & GROWTH AS WELL AS CURATING DATA FOR ANNUAL REPORTS**

This interactive session will introduce Educator Preparation Providers (EPPs) to a continuum InTASC/CAEP rubric designed to allow EPPs to consistently measure candidate progress. The session will introduce the data that can be extracted from this program. The goal is to allow EPPs to review and comment on a systemic rubric that is InTASC and CAEP aligned. The EPPs will be shown how one rubric can be used to measure student growth throughout the program. The data extracted from this process can be used for program decisions, student remediation, as well as reporting and evidence for annual reports and self-studies.



Dianna Whitlock, Ed.D.  
Karen Bevis, Ed.D.  
**Standard for Success**

E

Dustin Bailey, Ed.D.  
**Hanover College**

#### **ABOUT CAEP CON EXHIBITOR SESSIONS**

CAEP Con Exhibitor Sessions provide the ideal opportunity for our exhibiting companies to present new research findings, conduct demonstrations, and highlight new products to you, our CAEP Con attendee. These sessions offer enhanced networking and collaborative opportunities within the field. While CAEP encourages industry involvement at our conferences, exhibitor presentations, products, and materials are not sponsored by, nor endorsed by CAEP.

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### CAEPCON KICK-OFF | 8:45 AM – 10 AM

#### WELCOME SESSION & KEYNOTE ADDRESS

8:45 AM – 10 AM |

Join us as we kick-off the Spring 2020 CAEPCon with remarks from CAEP President, Christopher Koch. Following Koch, you'll hear a welcome from CAEP's Board Chair, Karen Symms-Gallagher. McRoy then has the privilege of introducing this spring's keynote speaker, Louisiana Teacher of the Year, Chris Dier.

Chris Dier teaches World History and Advanced Placement Human Geography at Chalmette High School. He is a proud product of the St. Bernard Parish public school system and son of a longtime teacher. Dier is dedicated to providing an equitable and multicultural education to all and is always seeking ways to develop as an educator. In 2016 he was selected as a Hollyhock Fellow at Stanford University, a program that brings educators together to work collectively towards creating more inclusive classrooms. In 2018, he completed an Advanced Placement Summer Institute course at Fordham University and currently participates in professional development programs at Harvard Business School that focus on case method teaching. Chris holds two Master's degrees from the University of New Orleans, and his book about St. Bernard Parish was published by The History Press.

**"The goal of the teacher is not just to teach, but to inspire!"**  
Christopher Mark Dier



#### Keynote Speaker

Chris Dier  
2020 Louisiana Teacher of the Year  
**Chalmette High School**

C

Christopher Koch, Ed.D.  
Tim Finklea  
**CAEP**

B

Karen Symms-Gallagher, Ph.D.  
**University of Southern California**

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 1 | 10:15 AM – 11:15 AM

#### **BUILDING AN EVIDENCE-BASED CASE THROUGH SELF-STUDY & ADDENDUM MATERIALS: TIPS FROM REVIEWERS**

**10:15 AM – 11:15 AM |**

Preparing CAEP accreditation reports are demanding tasks for educator preparation programs (EPPs). Similarly, the large amounts of materials submitted can present a challenge for reviewers. During this session, CAEP lead site visitors will share templates for building an evidence-based case aligned to CAEP Standards and reporting expectations. Additionally, tips for organizing and tagging evidence will be discussed to assist EPPs in presenting a strong, coherent case.

#### **MANY PATHS, ONE GOAL: ADDRESSING THE ABSENCE OF MALE TEACHERS OF COLOR & OTHER P-12 INEQUITIES**

**10:15 AM – 11:15 AM |**

This presentation details how one rural educator preparation program (EPP) in Alabama addresses the shortage of minority male teacher candidates. An EPP panel of faculty members and the College of Education Dean, share the experience of beginning a grant-funded pilot program, Men of Kennis, and the research that supports the need of such recruit and retain initiatives. In addition, the panel will discuss the Professional Development School partnerships between the EPP and local schools to meet the needs of unique student populations, including English Learners and transient, or high mobility, students. These endeavors seek to mitigate the inequities of students who are considered at high-risk of academic failure, and advance the diversity of teacher candidates in serving these P-12 students.

E

Joan Brewer, Ph.D.  
Emporia State University

E

Cynthia Conn, Ph.D.  
Northern Arizona University

E

Liz Brizendine, Ed.D.  
Darlene White, Ph.D.  
Rosemary Hodges, Ed.D.  
Athens State University

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 1 | 10:15 AM – 11:15 AM

#### CAEP EXPERIENCE PANEL: A WALK THROUGH THE CAEP ACCREDITATION PROCESS

10:15 AM – 11:15 AM |

Join CAEP staff for a moderated discussion of the ins and outs of the accreditation process. Panelists to include CAEP Staff, EPP faculty, a Lead Site Visitor, and an Accreditation Council Member – each describing their role in the process, as well as providing unique, valuable insights.

#### WHAT IS A PHASE-IN PROCESS? WHAT IS A PLAN? 10:15 AM – 11:15 AM |

This session describes the Phase-In process and timeline for advanced plans included in the CAEP Handbooks. Join this discussion to explore the steps involved in writing a CAEP sufficient plan.

#### COLLECTING DATA TO DRIVE PROGRAM DEVELOPMENT & CANDIDATE GROWTH

10:15 AM – 11:15 AM |

This interactive session will introduce Educator Preparation Providers (EPPs) to a continuum InTASC/CAEP and NELP/CAEP rubrics designed to allow EPPs to consistently measure candidate progress. The session will introduce the data that can be extracted from this process, and how such data can be used for program decisions, student remediation, as well as reporting and evidence for annual reporting processes and self-studies.

C

Tim Finklea  
Benjamin Frattini  
Arianna Bartlett  
CAEP

AC

Jayne Meyer, Ph.D.  
Alabama State Department  
of Education

*Other panelists TBD*

C

Malina Monaco, Ph.D.  
CAEP

E

Dustin Bailey, Ph.D.  
Hanover College

Dianna Whitlock, Ed.D.  
Karen Bevis, Ed.D.  
Standard for Success

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 2 | 11:30 AM – 12:30 PM

#### STANDARD 1: CONTENT & PEDAGOGICAL KNOWLEDGE | **EXPERIENCED**

11:30 AM – 12:30 PM |

This session is geared toward those experienced with CAEP and the accreditation process, that are already familiar with the basics of Standard 1 at the initial-licensure level. The EPP ensures the importance of content knowledge and pedagogy to meet the components of Standard 1. Examples will be provided from previous CAEP site visits illustrating how EPPs met Standard 1 using program review data gathered from the SPA, State, or CAEP Evidence Review of Standard 1/A.1 (formerly Feedback Option) process.

#### STANDARD 1: CONTENT & PEDAGOGICAL KNOWLEDGE | **NOVICE**

11:30 AM – 12:30 PM |

This session is geared toward those with very little CAEP and the accreditation process experience, that are unfamiliar with the basics of Standard 1 at the initial-licensure level. The EPP ensures the importance of content knowledge and pedagogy to meet the components of Standard 1. Examples will be provided from previous CAEP site visits illustrating how EPPs met Standard 1 using program review data gathered from the SPA, State, or CAEP Evidence Review of Standard 1/A.1 (formerly Feedback Option) process.

#### WHAT HAS CAEP LEARNED FROM THE FIRST 300 SITE VISITS?

11:30 AM – 12:30 PM |

CAEP has completed nearly 300 site visits using the CAEP Standards and can now provide examples of the results from those site visits. This session will build upon previously shared information by providing an overview of Areas for Improvement (AFIs), Stipulations, final decisions, and summaries of the visit experiences.

E

Kim Boyd, Ed.D.  
Oral Roberts University

C

Vince O'Neill, Ed.D.  
CAEP



LSV

Dustin Hebert, Ph.D.  
Louisiana Tech University

AC

Janet Stramel, Ph.D.  
Fort Hays State University



C

Malina Monaco, Ph.D.  
CAEP



# MAIN PROGRAMMING

## TUESDAY, MARCH 10

**BLOCK 2 | 11:30 AM – 12:30 PM**

### **FROM EPP TO PSC: HOW POSITIVE COLLABORATION BENEFITS TEACHING EFFECTIVENESS**

**11:30 AM – 12:30 PM |**

This session focuses on Standard 4 and discusses how state organizations in Georgia are working with providers to demonstrate evidence of completer teaching effectiveness. In addition, a Georgia public EPP describes the process of developing teacher candidate evaluations and the positive outcomes it has on first-year teaching effectiveness. Through collaboration between state organizations, the EPP, and the local school partners, the results of the EPP's first-year teacher evaluations are shared with stakeholders and used for continuous improvement.

**E**

Natalie Kuhlmann, D.P.A.  
Debbie Paine, Ph.D.  
Karen Terry, Ph.D.  
**Valdosta State University**

**B**

Penney McRoy, Ph.D.  
**Georgia Professional Standards  
Commission**

Ivy Smith  
**Hahira Middle School**



**Something important happens  
in our public schools**  
**Something unique. Precious. Powerful.**

The more than 3 million members of the National Education Association are deeply committed to the success of every student and are proud to co-sponsor the 2020 Spring CAEPCon. Together with families, students, lawmakers, and community organizations, we work to ensure that every student has qualified, committed and caring educators, and that our nation invests in the right classroom priorities.

Visit [www.nea.org/teacherquality](http://www.nea.org/teacherquality) to learn more about NEA's vision for teacher professional growth as well as specific activities and programs to help teachers help every student.

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### LUNCH BREAK | 12:30 PM – 2 PM

*Get some air, grab a bite or attend an exhibitor session!*

### EXHIBITOR SESSION | 12:45 PM – 1:45 PM

Presented by **CHALK & WIRE**  
12:45 PM – 1:45 PM |

Additional details forthcoming.

### BLOCK 3 | 2 PM – 3 PM

#### STANDARD 2: CLINICAL PARTNERSHIPS & PRACTICE | **EXPERIENCED**

2 PM – 3 PM |

This session is geared toward those experienced with CAEP and the accreditation process that are already familiar with the basics of Standard 2 at the initial-licensure level. The session will focus on what CAEP has learned from previous accreditation visits illustrating what EPPs have utilized as evidence to meet all components of Standard 2.

#### STANDARD 2: CLINICAL PARTNERSHIPS & PRACTICE | **NOVICE**

2 PM – 3 PM |

This session is geared toward novice CAEP participants and will focus on how EPPs demonstrate meeting Standard 2 at the initial-licensure level. EPPs seeking accreditation should have strong collaborative partnerships with school districts and individual school partners, as well as other community stakeholders, to pursue mutually beneficial and agreed upon goals for the preparation of education professionals. An Accreditation Councilor and lead site visitors will provide examples using evidence from previous site visits.

**chalk&wire**

POWERED BY **CAMPUS LABS**

E

Kim Boyd, Ed.D.  
**Oral Roberts University**

C

Vince O’Neill, Ed.D.  
**CAEP**



LSV

Dustin Hebert, Ph.D.  
**Louisiana Tech University**

AC

Janet Stramel, Ph.D.  
**Fort Hays State University**



# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 3 | 2 PM – 3 PM

#### WHERE TO START? EXAMINING RELIABILITY FOR LOCALLY DEVELOPED ASSESSMENTS

2 PM – 3 PM |

Without evidence of consistent results, “it is almost impossible to make any accurate inferences about what a student’s score really means” (Popham, 2019, p. 92). Reliability evidence helps build confidence in the use of assessment results and supports data credibility explanations. This session will address reliability methods for locally developed performance assessments and tests.

#### STANDARD 4: EPPS WITHOUT STATE DATA

2 PM – 3 PM |

Standard 4 addresses the results of preparation at the point where they most matter, in classrooms and schools. This session describes evidence from self-study reports and shows how EPPs with differing state data and intuitional contexts, have responded to this critical responsibility, effectively strategized to overcome the challenges, and acted on the most appropriate and useful information.

#### CULTURALLY RESPONSIVE TEACHER EVALUATION (CRTE): MEETING STANDARD 1 & THE EQUITY CROSS-CUTTING THEME

2 PM – 3 PM |

This session will discuss the development of a culturally responsive teacher evaluation (CRTE) model known as the Framework for Equitable and Excellent Teaching (FEET). The presenter shares the rationale, development, implementation, and impact of the FEET, and steps to take to adopt the FEET model or design your own CRTE model. CRTE models can be used to fulfill CAEP Standard 1, Component 1.1 and the equity cross-cutting theme.

E

Cynthia Conn, Ph.D.  
Nicole Bies-Hernandez, Ph.D.  
**Northern Arizona University**

E

Joan Brewer, Ph.D.  
**Emporia State University**

C

Malina Monaco, Ph.D.  
**CAEP**

B

Maria del Carmen Salazar, Ph.D.  
**University of Denver**

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 4 | 3:15 PM – 4:15 PM

#### STANDARD 3: CANDIDATE QUALITY, RECRUITMENT & SELECTIVITY | **EXPERIENCED**

3:15 PM – 4:15 PM |

This session is geared toward participants experienced with the CAEP Accreditation process and the basics of Standard 3 at the initial-licensure level. EPPs have a critical responsibility to ensure the quality of their candidates. This responsibility continues from purposeful recruitment that helps fulfill the provider's mission to admissions selectivity that builds an able and diverse pool of candidates, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion and that they are selected for employment opportunities that are available in areas served by the provider.

#### STANDARD 3: CANDIDATE QUALITY, RECRUITMENT & SELECTIVITY | **NOVICE**

3:15 PM – 4:15 PM |

This session is focused on novice CAEP participants and the workshop will focus on evidence to meet Standard 3 at the initial-licensure level. EPPs have a critical responsibility to ensure the quality of their candidates. This responsibility continues from purposeful recruitment that helps fulfill the provider's mission to admissions selectivity that builds an able and diverse pool of candidates, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion and that they are selected for employment opportunities that are available in areas served by the provider.

#### STANDARD A.1: CONTENT & PEDAGOGICAL KNOWLEDGE | **ADVANCED**

3:15 PM – 4:15 PM |

Starting in Spring 2020, all CAEP site visits will review Advanced Standards for EPPs with advanced-level programs. CAEP has held several trial visits reviewing advanced standards. Come learn from a lead site visitor and CAEP staff about the expectations for Standard A.1.

E

Kim Boyd, Ed.D.  
Oral Roberts University

C

Vince O'Neill, Ed.D.  
CAEP



LSV

Dustin Hebert, Ph.D.  
Louisiana Tech University

AC

Janet Stramel, Ph.D.  
Fort Hays State University



C

Malina Monaco, Ph.D.  
CAEP

LSV

Erin Thomas Horne, Ph.D.  
North Carolina State University





# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 4 | 3:15 PM – 4:15 PM

#### **ASSURING QUALITY, INTEGRITY & CREDIBILITY: THE ROLE OF THE CAEP BOARD OF DIRECTORS**

**3:15 PM – 4:15 PM |**

The Board of Directors is one of the three governing bodies of CAEP. The Board of Directors has fiduciary responsibility for the organization and oversees CAEP's strategic plan, adopts and revised standards, appoints the Chair of the Accreditation Council, approves Accreditation Policy, and monitors the implementation of policy by staff. Join CAEP President, Chris Koch and members of the CAEP Board of Directors for a lively panel discussion on the role of accreditation in teacher preparation and how the Board assures the quality, integrity, and credibility of the accreditation process.

#### **DESIGNING AND EXECUTING A CASE STUDY TO MEET CAEP STANDARD 4.1**

**3:15 PM – 4:15 PM |**

Understand how to design a high-quality case study including criteria for data quality and the use of candidates in data collection and analysis. Consider how a simple design can offer benefits for completers and candidates while being useful to the EPP and its accreditation efforts.

#### **SOCIAL EMOTIONAL DIFFERENTIATION IN THE CLASSROOM**

**3:15 PM – 4:15 PM |**

In response to the need to support students' social emotional learning at the universal, targeted and intensive levels within classrooms, emerging educators will learn about differentiation related to social emotional learning. Attendees will learn about universal practices that address social emotional learning for the entire classroom that integrates into your lesson planning. In addition, attendees will explore targeted and intensive differentiation strategies for social emotional learning for students as incorporated into lesson planning.

**C**

Christopher Koch, Ed.D.  
CAEP

**B**

*Board panelists TBD*

**E**

Courtney Glazer, Ph.D.  
Cameron University

Amy K. McDiarmid, Ph.D.  
Nationally Certified School  
Psychologist  
University of Denver



# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 5 | 4:30 PM – 5:30 PM

#### STANDARD 4: PROGRAM IMPACT | **EXPERIENCED** 4:30 PM – 5:30 PM |

This session is geared toward participants experienced with the CAEP Accreditation process and the basics of Standard 4 at the initial-licensure level and want to explore the issues in a deeper way. This standard focuses on how EPPs address the results of preparation at the point where they matter most—in classrooms and schools. EPPs attend to candidate mastery of the knowledge and skills necessary for effective teaching, but that judgment is finally dependent on the impact the completers have on the job with P-12 student learning and development.

#### STANDARD 4: PROGRAM IMPACT | **NOVICE** 4:30 PM – 5:30 PM |

This session is an introductory session for novice CAEP participants and will introduce attendees to Standard 4 at the initial-licensure level. In introducing the standard to EPPs, an overview of the four components of the standard will be included with examples of what EPPs have submitted previously at site visits and how decisions have been made by the Accreditation Council.

#### DIVERSITY & ACCREDITATION: ARE WE MISSING THE MARK?

#### 4:30 PM – 5:30 PM |

A team from the National Association of Community College Teacher Education Programs (NACCTEP) will discuss the reasons why data on community college partnerships, articulations, and support services must be addressed within accreditation. The need to verify that diversity and equity are adequately being addressed for K-12 students, and within higher education, is great. NACCTEP will share data on how successful statewide articulations are making a difference diversifying the pipeline, brainstorm on enhanced partnerships between 2 and 4-yr programs and propose innovative approaches to the accreditation process which will ensure a more diverse teacher pipeline.

**E**

Kim Boyd, Ed.D.  
**Oral Roberts University**

**C**

Vince O’Neill, Ed.D.  
**CAEP**

**LSV**

Dustin Hebert, Ph.D.  
**Louisiana Tech University**

**AC**

Janet Stramel, Ph.D.  
**Fort Hays State University**



Linda Gronberg-Quinn, Ph.D.  
**Community College  
of Baltimore County**

Kimberly Tobey  
**Rio Salado College  
& NACCTEP**

# MAIN PROGRAMMING

## TUESDAY, MARCH 10

### BLOCK 5 | 4:30 PM – 5:30 PM

#### STANDARD A.2: CLINICAL PARTNERSHIPS & PRACTICE | **ADVANCED**

4:30 PM – 5:30 PM |

This session is focused on Clinical Partnerships at the advanced level that will be required in SSRs starting Spring 2020. As EPPs begin to include advanced programs in SSRs, there is less commonality across advanced programs than what is evident in initial programs.

#### START PURPOSEFULLY, STAY FOCUSED, FINISH STRONG: BUILDING A FOUNDATION FOR A SUCCESSFUL CAEP ACCREDITATION

4:30 PM – 5:30 PM |

The most important step in achieving a successful CAEP accreditation is getting started. Afterwards, there is the challenge of maintaining energy among the faculty and staff who constitute the institutional preparation team. The objective of this presentation is to provide strategies and helpful tips Educator Preparation Providers may use to get started, and maintain energy throughout the preparation process, leading up to the site visit and beyond. Participants will engage in discussion as they learn how Alabama Agricultural and Mechanical University achieved successful accreditation by laying the foundation and maintaining energy and focus during the preparation process.

C

Malina Monaco, Ph.D.  
CAEP

LSV

Erin Thomas Horne, Ph.D.  
North Carolina State University



E

Lena Walton, Ph.D.  
Samantha Strachan, Ed.D.  
Alabama A & M University

### END OF CAEPCON DAY 1

#### CAEPCON NETWORKING SESSION

5:30 PM – 6:30 PM |

After a long, productive first day, come relax and network with colleagues at the CAEPCon Networking Reception. Meet & greet CAEP staff, visit our conference exhibitors, find out if you're a winner of our CAEPCon raffle, and enjoy light hors d'oeuvres, as well as some live, local New Orleans music!

After the Networking Session,  
take in all that NOLA has to offer!  
Plan your adventures in  
New Orleans around  
CAEPCon [here](#).



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# MAIN PROGRAMMING

## WEDNESDAY, MARCH 11

### CONTINENTAL BREAKFAST

7 AM – 8:30 AM |

### EXHIBITOR SESSION | 7:15 AM – 8:15 AM

Presented by **WATERMARK**

7:15 AM – 8:15 AM |

### LEVERAGING TECHNOLOGY & THE EDA TO SUPPORT YOUR SELF-STUDY & CAEP ACCREDITATION VISIT

With numerous stakeholders and an evolving set of guidelines, preparing for your program's self-study and accreditation site visit can be challenging. It's more important than ever to demonstrate how you're assessing candidate readiness for the classroom and working to improve program outcomes; yet, many EPPs still struggle with disconnected data, as well as technology systems and processes that make it challenging to uncover the kind of insights that drive meaningful change—and provide evidence for your self-study narrative.

In this interactive discussion, panelists will share how they are using Watermark and the Educational Dispositional Assessment instruments to validly and reliably assess candidate dispositions both in the classroom and field, simplify data collection and reporting processes, and foster a culture of transparency and collaboration -- leveraging technology to provide a more holistic picture of program quality and candidate readiness and empowering them to tell their program's stories for CAEP accreditation.



**watermark**<sup>™</sup>

**DAY 2 SESSIONS | ON PAGES TO FOLLOW**

# MAIN PROGRAMMING

## WEDNESDAY, MARCH 11

### BLOCK 6 | 8:15 AM – 9:30 AM

#### **STANDARD 5/A.5: PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, & CAPACITY: HOW DO YOU BUILD A QUALITY ASSURANCE SYSTEM? | EXPERIENCED** 8:15 AM – 9:30 AM |

This session is designed to help experienced CAEP coordinators with ways to improve their Quality Assurance System after it is developed. The session will build upon the experience of the nearly 300 CAEP site visits and what CAEP has learned from visiting EPPs. The language of Standard 5 is the same at the initial-licensure level and A.5 at the advanced-level. Effective organizations use evidence-based quality assurance systems and data in a process of continuous improvement. These systems and data-based continuous improvement are essential foundational requirements for effective implementation of CAEP Accreditation.

#### **STANDARD 5/A.5: PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, & CAPACITY: HOW DO YOU BUILD A QUALITY ASSURANCE SYSTEM? | NOVICE** 8:15 AM – 9:30 AM |

This session is geared toward novice CAEP participants and will introduce the basic concepts of Standard 5/A.5 and the quality assurance system. The standard is the same for both the initial-licensure level and the advanced-level. Examples will be given of exemplars used by EPPs in previous CAEP site visits and areas where there has been AFIs and stipulations.

**E**

Kim Boyd, Ed.D.  
Oral Roberts University

**C**

Vince O'Neill, Ed.D.  
CAEP

**LSV**

Dustin Hebert, Ph.D.  
Louisiana Tech University

**AC**

Janet Stramel, Ph.D.  
Fort Hays State University





# MAIN PROGRAMMING

## WEDNESDAY, MARCH 11

### BLOCK 6 | 8:15 AM – 9:30 AM

#### **STANDARD A.3: CANDIDATE QUALITY, RECRUITMENT & SELECTIVITY | **ADVANCED**** **8:15 AM – 9:30 AM |**

This session is focused on CAEP Standard A.3 and is designed to provide examples of how EPPs address this standard for Advanced Programs. The challenge for EPPs in including Advanced-level programs starting Spring 2020 is that there is less commonality among programs than there is at the initial level. So how does an EPP monitor candidate quality in recruitment, throughout the time in the program, and at completion?

#### **FOLLOW UP: SELECTIVITY - A MORAL & ETHICAL IMPERATIVE FOR EPPS & OUR NATION'S CHILDREN** **8:15 AM – 9:30 AM |**

CAEP requires EPPs to "measure and evaluate" additional selectivity factors. We argue that providing candidates many opportunities to "develop and demonstrate" flexible and intelligent dispositions are a moral imperative. Through findings from our ongoing research study, we will share what we believe are essential non-academic factors for student teaching and beyond.

**C**

Malina Monaco, Ph.D.  
CAEP

**LSV**

Erin Thomas Horne, Ph.D.  
**North Carolina State University**

**E**

Tami L. Tucker, Ph.D.  
Carrie Pottinger, Ph.D.  
**Western Governors University**

# MAIN PROGRAMMING

## WEDNESDAY, MARCH 11

### BLOCK 7 | 9:45 AM – 11 AM

#### PREPARING FOR YOUR CAEP SITE VISIT: TIMELINES, LOGISTICS & COSTS

9:45 AM – 11 AM |

Ensure your site visit goes smoothly. Attendees will be provided an overview of visit scheduling, timelines, policies, and best practices on what to expect. This session also breaks down costs associated with the accreditation process, including site visit fees, site visit expenses, and EPP onsite expenditures.

#### STANDARD A.4: COMPLETER & EMPLOYER SATISFACTION | **ADVANCED**

9:45 AM – 11 AM |

This session is geared toward participants preparing for a site visit with Advanced-Level programs. Standard A.4 focuses on the satisfaction of employers and completers in such programs as educational leadership, reading specialists, school counseling and other advanced programs resulting in a state approved credential, license or endorsement.

#### USING EVIDENCE TO IMPROVE BEGINNING TEACHER PREPAREDNESS

9:45 AM – 11 AM |

Looking for help in leading data-informed improvements in your program? Join this session to learn about Deans for Impact's Common Indicators System, a network of trailblazing educator-preparation providers working together to gather, analyze, and act on shared data. Spanning 12 states and 8,000 aspiring teachers to date, the CIS Network takes a collaborative and inclusive approach to ensure that network members lead every step of the evidence-informed improvement process. This session will explore key discoveries about beginning teacher preparedness from the first two years of the CIS Network, strategies network members use to lead evidence-informed improvement on their campuses, and opportunities for interested programs to get involved.

C

Benjamin Frattini  
Alexis Neal  
Keisha Walker  
CAEP

C

Malina Monaco, Ph.D.  
CAEP

LSV

Erin Thomas Horne, Ph.D.  
North Carolina State University

Tracey Weinstein, Ph.D.  
Deans for Impact

# MAIN PROGRAMMING

## WEDNESDAY, MARCH 11

### BLOCK 7 | 9:45 AM – 11 AM

#### **CULTURALLY RESPONSIVE DATA LITERACY: WHY IT IS IMPORTANT IN EDUCATOR PREPARATION**

**9:45 AM – 11 AM |**

This session will introduce the merging of two constructs, data literacy for teachers and culturally responsive pedagogy, into culturally responsive pedagogy. Educators must now understand the contextual complexities that students bring to the classroom. It is no longer sufficient to attend only to test results and student performance indices. Educators need to become familiar with and implement diverse data sources to address the whole child with an equity lens that promotes an asset-based model. Thus, educators need to use culturally responsive practices and have data literacy. This session will introduce the construct, explain the importance, describe ways for programs to consider integration, and provide examples of resources that can be used. Building such awareness is the first step to help programs consider how they might begin to integrate culturally responsive data literacy into their curricula.

Ellen Mandinach, Ph.D.  
WestEd

### FINAL SESSION BLOCK 8 | ON PAGE TO FOLLOW

#### **ABOUT THE CAEP CON PRELIMINARY EVENT PROGRAM**

The CAEPCon Preliminary Event Program is provided to guide CAEPCon attendees in your planning and scheduling process. Additional conference details will be included in the final event program, including added presentation offerings, session room assignments and conference features.

We look forward to you joining us in New Orleans!

# MAIN PROGRAMMING

## WEDNESDAY, MARCH 11

### BLOCK 8 | 11:15 AM – 12:15 PM

#### CAEPCON WRAP-UP: A PANEL OF CAEP STAFF

**11:15 AM – 12:15 PM |**

Geared towards CAEPCon first-timers, this session is designed to address lingering questions about the CAEP accreditation process, the 7-year accreditation cycle, and why accreditation matters. Join a panel of CAEP staff for an event re-cap – discussing topics from CAEP new EPP application process to volunteer opportunities.

#### EPP ANNUAL REPORTING

**11:15 AM – 12:15 PM |**

Do you work on your EPP's Annual Report? This session will cover EPP Annual Report policies, procedures, and answers to FAQs on approaching and completing the report.

#### EPP-CREATED ASSESSMENTS

**11:15 AM – 12:15 PM |**

Learn how to utilize the "Evaluation Framework for EPP-Created Assessments," a tool used by EPPs to design these assessments, and by CAEP site teams to review this evidence in self-study submissions.

C

Arianna Bartlett  
Benjamin Frattini  
Meaghan McSorley  
Alexis Neal  
**CAEP**

C

Banhi Bhattacharya, Ph.D.  
Tim Finklea  
Rose-Helen Graham  
**CAEP**

C

Malina Monaco, Ph.D.  
**CAEP**

### END OF CAEPCON MAIN PROGRAMMING | 12:15 pm

### POSTCON WORKSHOPS BEGIN

See the following page for details on our PostCons. These workshops require additional registration. Attendees may register online in advance, or onsite at any time during CAEPCon main programming.

# POSTCON WORKSHOPS

WED., MARCH 11 & THURS., MARCH 12

## POSTCON WORKSHOP 1

### SELF-STUDY REPORT: A HOW TO WORKSHOP

**PART 1 | WEDNESDAY, 2 PM – 5:30 PM**

**PART 2 | THURSDAY, 8:30 AM – 12 PM**

Get ready to write! This workshop is for educator preparation providers (EPPs) preparing to write a self-study report (SSR). Participants will be given the opportunity to walk through the process, and learn the expectations for content and formatting on the Self-Study Report. The workshop will focus on areas where past SSR authors have needed the most assistance.

Does your EPP have an SSR in progress? Bring it to this workshop and use it during exercises. Although the workshop is geared toward EPPs preparing to write the SSR, the presented information is beneficial for anyone in the writing process.

C

Malina Monaco, Ph.D.  
CAEP

LSV

Erin Thomas Horne, Ph.D.  
North Carolina State University

## POSTCON WORKSHOP 2

### A<sup>3</sup>: ACCREDITATION, ACCOUNTABILITY & ASSESSMENT

**PART 1 | WEDNESDAY, 2 PM – 5:30 PM**

**PART 2 | THURSDAY, 8:30 AM – 12 PM**

This workshop will explore the latest information and methods to help educator preparation providers (EPPs) understand the expectations for addressing validity and reliability of EPP created assessments.

Focusing on the areas where past EPPs have needed the most assistance, participants will gain a better understanding of validity and reliability in the context of the accreditation process. Attendees will be able to explain how to address the CAEP criteria for validity and reliability and describe the key steps for meeting the levels of sufficiency. EPPs in the process of gathering evidence or writing its self-study report are welcome to use their own key assessments during workshop exercises.

C

Vince O'Neill, Ed.D.  
CAEP



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# CAEPCON EXHIBITORS | SPONSORS

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## ProjectConcert

ProjectConcert is an all-in-one cloud-based accreditation and internal process solution. The historical database specializes in: Accreditation, Assessments, Curriculum, Clinical, Lab, Compliance, Scheduling, Reporting, Admissions, and Alumni Solutions. Your organization can utilize our solutions a-la-carte and create a unique customizable service all your own.



## Standard for Success

Standard for Success provides EEP's with aligned rubrics for providing candidate feedback. The data extracted from this process can be used for program decisions, student remediation, evidence for annual reporting, and self-studies.



## Watermark

Watermark empowers better learning with solutions for assessment and accreditation management, portfolios, course evaluation and institutional surveys, faculty activity reporting, and curriculum and catalog management. Serving over 1,700 institutions worldwide, we help institutions develop an intentional approach to learning and making meaningful improvements based on data they can trust.