



Council for the
Accreditation of
Educator Preparation

CAEP Standard 1

Providing Evidence in the Self-study

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Standard 1 -

- The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.
 - Requires the disaggregation of candidate data by specialty licensure area (critical concepts and principles of their discipline)
 - Commitment to the learning of all students (D)
 - Commitment to college - and career- readiness standards.

The Self Study – Standard 1

- Self Studies CI/TI/IB for Standard 1
 - Evidence would be submitted by Standard for CI/TI process or by Claims in IB process
 - All evidence and data specific to the Standard is embedded in the report
 - Only evidence supporting the Standard is submitted
 - Attachment A –
 - All EPP created assessments submitted in Attachment A (including scoring guides where applicable)
 - List of proprietary assessments with validity, reliability information, when taken, and justification for selection

Questions to be answered for each submitted EPP created assessment

- 1. What is the instrument's purpose and use?
 - Administration of the instrument in the program
 - Purpose of the instrument
 - Tagged to the standards each item or instrument addresses
- 2. How was the instrument developed?
 - Describe how the instrument was developed
 - Describe stakeholders that were involved in the development
 - Describe if other frameworks informed the development of the instrument

Questions to be answered for each submitted EPP created assessment (cont.)

- 3. What information was provided to the candidate or respondents?
 - Describe or provide guidance provided to the candidate or respondent before and at the time of the administration of the instrument
- 4. Describe how validity for each assessment was determined. (Except for surveys submitted)
- 5. Describe how inter-rater reliability for each assessment was determined.

The Self Study – Standard 1(cont)

- Attachment B
 - Complete data charts for all assessments
 - All data disaggregated by specialty licensure area
 - Data chart conventions are followed
- Reviewers' comparisons
 - Specialists in assessment and data analysis review Attachments A and B
 - Determine if the feedback provided during the three-year-out review was incorporated into assessments
 - Determine if data supports conclusions from the self-study report
 - On-site the team verify the conclusions
 - For EPPs submitting before the three year out window, a plan for improving assessments will be accepted

Submission of Self Study – Standard 1

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

Sample Data Chart

CAEP UNIVERSITY

ASSESSMENT #1: CLINICAL OBSERVATION INSTRUMENT DATA

Disaggregated data by specialty licensure areas

Multigrade Data Cluster

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

Submission of Self Study – Standard 1 (cont.)

- By Standard Evidence
 - Each component should be addressed (1.1 – 1.5) and data supporting each component are embedded in text
 - Threads of diversity and technology also addressed
 - After data are reported in Standard 1, the same data are referenced in supporting of other standards (not represented or repeated, but referenced)
 - Most candidate based data are reported in Standard 1
 - For each EPP submitted assessment (e.g., observation instruments, work plans, unit plans, surveys, etc.) the five questions must be answered except for validity and reliability for surveys.

Parts of Self Study – Standard 1

- Narrative to include
 - Context in which assessments are used
 - When and where assessment occurs
 - Any other relevant contextual factors
 - Present the case for meeting the components
 - By assessment present the “evidence” that the component is met embedded in text
 - Validity/trustworthiness or reliability/consistency evidence is submitted with the actual assessments in Attach B and referenced for evidence for Standard 5
 - Discuss results and reach conclusions
 - Summary or Reflection – make the case for the meeting of the Standard

Standard 1 – Component 1.1

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) [i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
 - Must provide evidence for each category of InTASC Standards
 - Learner and Learning
 - Content
 - Instructional practice
 - Professional responsibility
 - **Do Not** have to address each of the 10 InTASC Standards just provide evidence in each category

Standard 1 – Component 1.1 (cont.)

- **Types of evidence for the learner and learning (p. 95)**
 - Clinical Experience Observational Instrument
 - Lesson and/or unit plans
 - Portfolios – specific portion dedicated to learner and learning
 - Teacher Work Sample
 - Content Knowledge Licensure Test (sub-scores)
 - Pedagogical Content Licensure Test
 - GPA
 - Courses listed specific to the learner and learning
 - Content specific methods courses that have learner development embedded into the coursework

Sample chart

ASSESSMENT #1: CLINICAL OBSERVATION INSTRUMENT DATA

Disaggregated data by specialty licensure areas

Multigrade Data Cluster

Tag CAEP	Tag InTASC	Tag State	Item on Instrument	EPP Mean		Elementary		Early Childhood		Physical Education		Music Education		Art Education		Dance Education	
				2013 N = M =	2014 N = M =	2013 N = M =	2014 N = M =	2013 N = M =	2014 N = M =	2013 N = M =	2014 N = M =	2013 N = M =	2014 N = M =	2013 N = M =	2014 N = M =	2013 N = M =	2014 N = M =
1.1	1		Develops learning experiences which are appropriate for the subject and grade level and are connected appropriately to the standards.	2013 N = 23 M = 3.2	2014 N = 26 M = 3.4	2013 N = 133 M = 3.4	2014 N = 126 M = 3.59	2013 N = 96 M = 3.1	2014 N = 93 M = 2.9	2013 N = 12 M = 3.0	2014 N = 14 M = 3.3	2013 N = 11 M = 3.2	2014 N = 16 M = 3.1	2013 N = 5 M = 2.9	2014 N = 8 M = 3.0	2013 N = 6 M = 3.1	2014 N = 7 M = 3.2
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Standard 1 – Component 1.1

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

Required Course - Sample Submission Chart

Cluster Multi-grade Cluster – Initial



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



GPA Content – Sample Data Chart

Appendix B (cont.)

Guidelines for Using and Reporting GPAs as Evidence

Sample of Data Table for Discipline Specific Content Courses Mean GPAs

Cluster 2 - Secondary

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

Standard 1 – Component 1.1 (cont.)

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

Standard 1 – Component 1.1 (cont.)

- **Types of evidence for Instructional Practice**
 - Instructional Strategies
 - Clinical Observation Instruments
 - Lesson and/or unit plans
 - Portfolios
 - Focus teaching experiences
 - Video analyzes
- **Types of evidence for Professional Responsibility**
 - Dispositional instruments
 - Professional Development data
 - Clinical Observational Instruments

Standard 1 – Component 1.2

- 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
- **Types of evidence for Component 1.2**
 - Portfolio
 - Reflections or narratives
 - Work Samples
 - Pre & Post data
- Demonstrates use of data for instructional decision-making; research evidence is cited in narratives (e.g., edTPA, PPAT, reflections, or portfolios)
 - Criteria identified and expectations defined

Standard 1 – Component 1.3

- 1.3 Providers ensure that completers (candidates near completion) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
- **Types of evidence for Component 1.3**
 - SPA Program Reports
 - Alignment with state standards
 - Evidence of meeting specific state requirements (i.e. anti-bullying training, etc.)
 - National Board for Professional Teaching Standards

Standard 1 – Component 1.4

- 1.4 Providers ensure that completers (candidates near completion) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
- **Types of evidence for Component 1.4**
 - Clinical Experience Observational Instruments
 - Lesson and/or unit plans
 - Portfolios
 - Focus teaching experiences
 - Video analyzes

Standard 1 – Component 1.4 (cont.)

- Phase-in Applies

- Curricular alignment: Evidence of short and long-term changes to scope and sequencing of curriculum/modules that prepare candidates to teach college and career readiness standards effectively.
- Assessment curriculum inputs to promote candidates' assessment proficiencies (1) course work focused on assessment, (2) embedded assessment topics in content and methods courses, and (3) providing candidates real-world opportunities to apply what they have learned about assessment.

Standard 1 – Component 1.4 (cont.)

- Address specifically
 - ELA Standards
 - Regular practice with complex text & academic standards
 - Reading, writing, & speaking grounded in evidence from texts, both literary and informational
 - Building knowledge through content-rich nonfiction
 - Math Standards
 - Focus and master fewer topics
 - Concepts
 - Skills
 - Problem solving

Standard 1 – Component 1.4 (cont.)

- Phase-in for Component 1.4 could include the following –
 - Assessment & audit of program to determine alignment to college and career readiness standards
 - Short and long term changes to scope and sequencing of curriculum/modules
 - Professional development for teacher educators/clinical educators on college and career readiness standards
 - New and revised assessments of candidate performance
 - Engage all students in critical thinking activities, cogent reasoning and evidence collection
 - Elicit P-12 student application of knowledge to solve problems and think critically
 - Plan, assessment or observation requires candidate to demonstrate differentiation of instruction for students with at least two different needs

Standard 1 – Component 1.4 (cont.)

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

Standard 1 – Component 1.4 (cont.)

- New and revised assessments of candidate performance (cont.)
 - Assess student mastery of multiple standards & checking for student learning (cross-disciplinary instruction)
 - Analyze and interpret student data
 - Use of assessment and student data to differentiate instruction

Standard 1 – Component 1.5

- 1.5 Providers ensure that completers (candidates near completion) model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.
- Types of evidence for 1.5
 - Clinical Experience Observational Instrument
 - Lesson and/or Unit plans
 - Portfolio
 - Teacher Work Sample with evidence of application and use of technology
 - Technology Key Assessment

Standard 1 – Component 1.5 (cont.)

- Tips for Component 1.5
 - Technology standards such as ISTE are aligned with assessments
 - Students involved in use of technology
 - Technology aligned with goals/objectives of lesson/unit
 - Technology used to differentiate instruction
 - Technology enhances the lesson
 - Technology used to collect data or gather information

Self Study – Standard 1

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

Self Study – Specialty Area Data

- At the end of Standard 1 –
 - Separate section specific to the disaggregated data by specialty licensure area
 - EPPs will address and answer specific questions on how the disaggregated data by specialty licensure area informed EPP and program area decisions
 - For the Program Review with Feedback option, EPPs will address how the evidence aligned with the identified state standards and provided evidence for the meeting of the standards
 - For SPA options, EPPs will address how the SPA reports informed EPP and specialty licensure area decisions

Self Study – Specialty Licensure Area Data (cont.)

- Questions to be addressed –
 - How have the results of specialty licensure area evidence been used to inform decision making and improve instruction and student learning outcomes?
 - What has been learned about different specialty licensure areas as a result of the review of the disaggregated data?

Engaged

FEEDBACK

is vital to CAEP.

You will have an opportunity to complete a survey at the end of the conference.

Surveys will be sent via email on Friday, April 10.

We encourage your participation.

Thank you!

