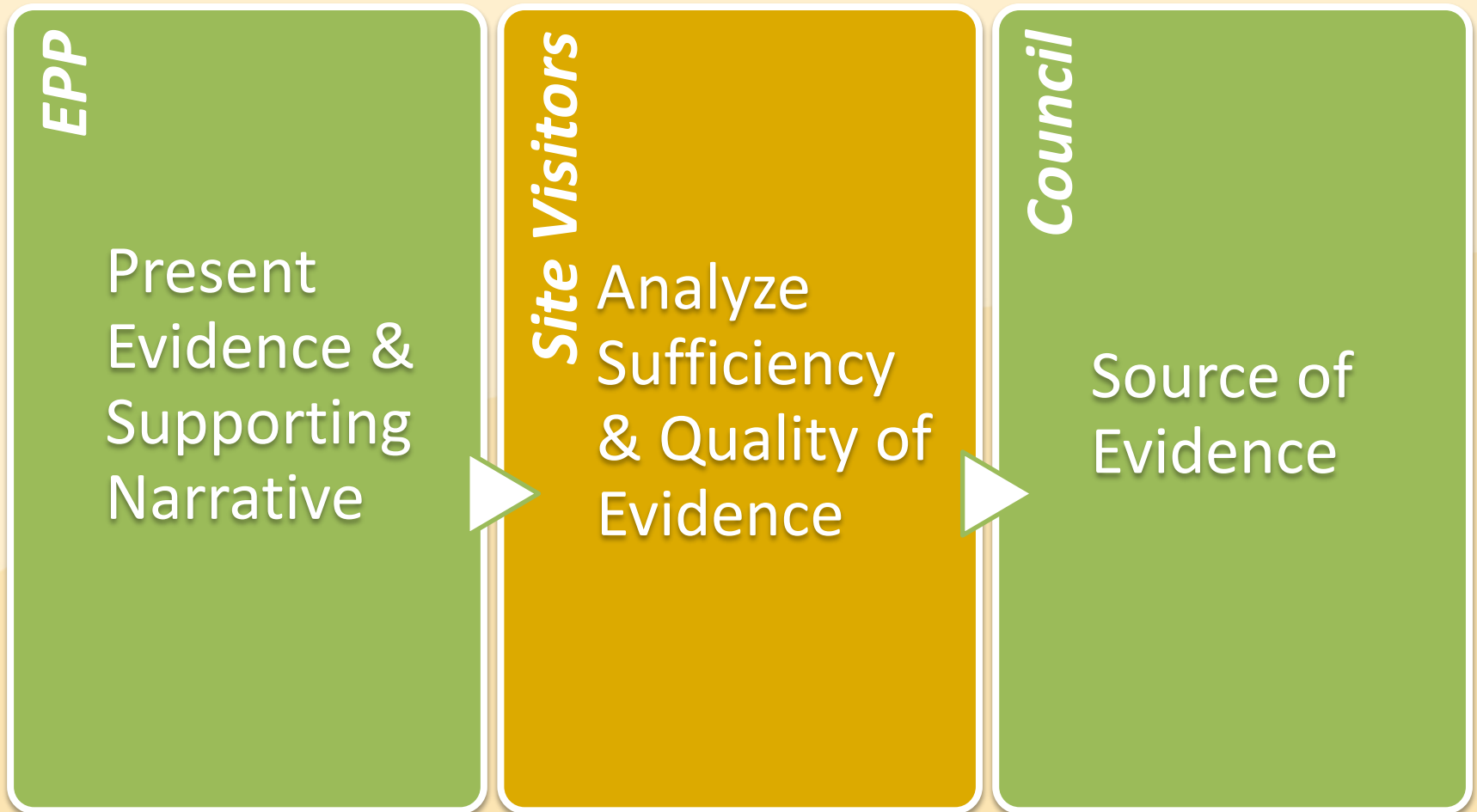**CAEP**

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Preparing the Self-Study

Patty Garvin & Nate Thomas, CAEP

Purpose of the Self-Study Report

EPP

Present Evidence & Supporting Narrative

Site Visitors

Analyze Sufficiency & Quality of Evidence

Council

Source of Evidence

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Updated Self-study Template

Will be available soon!

Timeline

Action	Timeframe
Submit Transformation Initiative Proposal	~ 5 years prior to visit
Submit EPP-created assessments for formative review (*optional*) & SPA Review	3 years prior to visit
EPP selects visit date (*coordinate with state agency*)	18 months prior to preferred visit date
EPP solicits third party testimony	6-8 months prior to visit
EPP submits Self-Study Report	8 months prior to visit
EPP receives Formative Feedback Report	4 months prior to visit
EPP submits Self-Study Addendum	60 days prior to visit

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Advanced Programs

- The CAEP Board of Directors will be considering a clarification of the scope for the Advanced Program Standards at the June 2015 CAEP Board meeting.

- Any EPP submitting a self-study before fall 2017, using the 2013 CAEP Initial Program Standards, **will not** include evidence for Advanced level programs.

- There will be a transition and phase-in schedule included in the Accreditation Manual for Advanced Programs released in fall 2016.

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Purpose of Capacity Tables

Provide Context for Reviewers – programs offered and structure of EPP

Provide data for CAEP's Annual Report to the Public

Satisfy requirements of the US Department of Education

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Capacity Tables*

1. Institutional Accreditation
2. Program Characteristics
3. EPP Characteristics
4. Clinical Educator Qualification Table
5. Parity Table
6. Accreditation Plan

* **under review**

Tagging Evidence – No More Guess Work

Aligns evidence to a specific standard or component.

Points the team directly to what they need to see.

Strengthens the EPP's case.

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Tagging Evidence - Rubric

Tag to CAEP	Tag to InTASC	Tag to State	Item on Clinical Observation Instrument	Emerging	Developing	Meeting Expectation (Acceptable)	Exceeds Expectations
1.1	3 (b)		Candidate engages students in learning tasks requiring communication and collaboration.	Candidate **questions rely on simple yes or no answers** or candidate does **not allow time for students to answer the question**; learning experiences are **passive** with **candidate lecturing** to students; students **complete a work sheet in isolation**; and students **simply report their answers** on the worksheet.	Candidate uses a **limited range** of questioning strategies (1 or 2) to **guide** students through the application of knowledge on an isolated task; implements a problem-based learning task **with individuals that allows for one solution**; students solve problems but **do not articulate their answers**.	Candidate uses a **range of questions strategies** to **facilitate and guide students through the application of knowledge**; implements **problem-based learning tasks** with a **small groups**; allows students to select **ways of demonstrating content mastery**; and requires students to **articulate solutions**.	Candidate uses a **range of questions strategies** to **facilitate and guide students through the application of knowledge**; implements **problem-based learning task** with a **small groups**; allows students to select **ways of demonstrating content mastery**; and requires students to **articulate solutions**.

Tagging Evidence – Data 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	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
1.1	1		Develops learning experiences which are appropriate for the subject and grade level and are connected appropriately to the standards.	N = 23 M = 3.2	N = 26 M = 3.4	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9
1.1	8		Uses discussion strategies to promote high-level thinking through accountable talk and academic conversation.	N = 23 M = 3.2	N = 26 M = 3.4	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9
1.1	9		Participates in school-related professional development opportunities.	N = 23 M = 3.2	N = 26 M = 3.4	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9	N = 23 M = 3.2	N = 26 M = 2.9

Tagging Evidence - Policy

CAEP component. 2.2

CAEP Policy Manual, Updated February 2013, p 20

POLICY XXV Qualifications and Training of CAEP Volunteers

CAEP volunteers who conduct site visits, review programs, or serve on the Board, Council, Commissions, or committees are qualified by education and experience in their fields of specialization. They include academic and administrative personnel from EPPs, educators from EPPs, practitioners, and public members. All CAEP volunteers are trained in CAEP standards, policies, procedures, and ethics as well as the processes for the revision and establishment of policies, and the process for making accreditation recommendations or decisions. Training includes responsibilities regarding the application of standards to EPPs including their distance education programs.

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Tagging Evidence - Agenda

CAEP Component 2.2, Agenda for Team Lead Training, Aug. 2013

MONDAY, AUGUST 5		PRESENTER
2:30-3:00 p.m. Board Room	**Registration Check-in**	Stephanie Kowal Caryn Wasbotten
3:00-3:30 p.m. Board Room	**Introductions**	All Staff
3:30-4:30 p.m. Board Room	**Scruples Game** **Sources of Potential Bias**	Stephanie Kowal Deb Eldridge
4:30-5:15 p.m. Board Room	**Introduction to CAEP Standards**	Deb Eldridge

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Make your case

- Use a summary statement to make a case for meeting the standard based on evidence

- Case is made at the standard level holistically

- All components must be addressed in the standard
  - Required for Full Accreditation – Standard 4 and Components 3.2, 5.3, 5.4

Writing the Narrative

- **Frame the argument** to be made for a standard

- Describe the **data sources** (representativeness, relevance, and credibility for the standard)

- **Draw a conclusion** about the extent the data support the standard (triangulation and convergence of evidence)

- **Discuss implications** of the findings for subsequent action

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Themes of Diversity & Technology

- Highlight and present evidence of integration of diversity and technology

- Standards 1, 2, and 3 have specific components related to diversity and technology

- Visit team will analyze evidence of diversity and technology integration

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Type of plans

- CAEP Standards may require new evidence not collected in the past
  - Providers submit a plan in lieu of unavailable data to gather needed evidence
  - Phase-in policy applies to self-studies submitted from 2014 – 2017 (*Appendix A, page 84*)

- Recruitment Plan required (Standard 3)

- Selected Improvement Plan or Transformation Initiative Plan required to show continuous improvement (Standard 5)

Recommended Plan Components

- Goals and Objectives
- Strategies
- Data Collection and Analysis
- Timeline
- Personnel Involved

Standard 5: Provider Quality Assurance and Continuous Improvement

Component 5.3 :

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

Component 5.4:

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

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The Selected Improvement Plan (SIP)

EPPs demonstrate progress in achieving a higher level of excellence in educator preparation by developing and using a **data-driven** SIP.

1. Description of the selected area for improvement and rationale

What and Why?

Selected Area:

- One or more standards.
- Several components within a standard, or
- Several components across more than one standard.

Rationale:

- Derived from the provider's existing evidence collection for meeting the standards.
- Natural extension of the evidence collection.

2. Goals and objectives

Where do you want to go?

- Appropriate and aligned with the selected area
- Specific and measurable
- Involve all provider programs
- Identify desired outcomes and indicators of success
- Demonstrate that meeting the goals and objectives will have a positive impact on P-12 learners
- Have their selection grounded in data

3. Strategies for Interventions

How will you get there?

- Identify specific strategies and/or initiatives
- Strategies and/or initiatives are aligned with goals and objectives of the plan
- Yearly timeline for meeting goals and/or objectives
- Plan for the evaluation and monitoring of strategies and/or interventions
- Evaluation and monitoring are linked to goals and objectives

4. Data collection and analysis

How will you know you are there?

- Assessment instruments or method to be used
- How the assessments were selected or created
- How each assessment links back to goals and objectives
- On-going monitoring of the assessment plan
- How assessment results will be analyzed to determine impact based on baseline data

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5. Capacity to implement and complete plan

- Describe potential cost in terms of provider staff time and commitment to the project
- Provider and staff time and commitment to the project
- Describe potential cost in terms of travel or training cost
- Describe potential cost in terms of expertise (outside evaluation or consulting fees)
- Identify other key costs of implementing the SIP

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Guidelines for the SIP

- Of sufficient scope to have a positive impact on the provider and the performance of its candidates.
- The goals, objectives, and timeline must be appropriate to the selected area of improvement.
- Show progress on the SIP in the Annual Reports.
- Make changes to the SIP when data indicate.
- Begin a SIP and related interventions at any time during the accreditation cycle.

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Evaluation of the SIP

- Selected area alignment and rationale for selection driven by self-study
- Goals and objectives are identified and align with selected area.
- Strategies for intervention
- Data collection and analysis
- Capacity to implement and complete plan
- Overall evaluation of the SIP

Transformation Initiative Plan (TIP)

A provider develops and conducts a **rigorous research investigation** of an aspect of educator preparation described in a Transformation Initiative Plan (TIP). Implementation of the plan will contribute to the research base, inform the profession, offer research-proven models for replication, and lead to stronger practices in preparation.

Evaluation of the TIP

- Significance of the project
- Research questions & objectives
- Methodology & Participants
- Research Design
- Timeline
- Plan for IRB approval (*if necessary*)
- Broad stakeholder involvement
- Capability to implement and complete

Contact Nate Thomas for consultation on TI

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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.

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