



Council for the
Accreditation of
Educator Preparation

State-Specific Templates: Using the Feedback Option for Program Review

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Agenda

- State Program Review Options
- State Partnership Agreements
- Mapping or linking to CAEP and State standards
- CAEP and State linked evidence
- State Specific evidence
- Review Process

CAEP REQUIREMENTS

- All EPPs (Educator Preparation Providers) seeking CAEP Accreditation must complete program reviews
- States will define the program review options available to EPPs as part of the new CAEP State Partnership Agreement (NOW is the time to provide input to your state as they define the options!)

CAEP Program Review Options*

- CAEP Program Review with National Recognition (“SPA review”)
 - Includes Options A, B, C, D, & IL/PB
- CAEP Program Review with Feedback
- State Program Review

* Each state will negotiate a new agreement with CAEP to define the options for Program Review available to the institutions.

State Choices

- Each state selects one, two or all of the options for program level review
 - Selection of the program review option is part of the state agreement
 - Role of program review is defined in the state agreement
 - Reviewers at the program review level vary by option
 - SPA – specialized professional associations review all SPA reports and make all decisions
 - Program Review Feedback
 - » Can be completed by visitor team
 - » Can be completed by state reviewers
 - State review
 - » Reviewers and process are state based

States without Partnership Agreements with CAEP

- If there is an agreement with NCATE on program review, that agreement remains in place
- If there is an agreement with TEAC, data are disaggregated at the licensure level
- Two levels of program review are available for states without current agreements
 - SPA review
 - State review
- Feedback Option is not available to states without current CAEP State Agreements

Signed CAEP/State Partnership Agreements

- 16 Partnership Agreements Signed

Alabama

Michigan

Oregon

Arkansas

Montana

South Dakota

Delaware

Nebraska

West Virginia

Hawaii

New Hampshire

Wyoming

Kansas

Ohio

Louisiana

Oklahoma

Selected program review options

State	State Review	Feedback Option	SPA Review
Alabama	X	X	X
Arkansas	X	X	X
Delaware			X
Hawaii		X	X
Kansas	X		
Louisiana		X	X
Michigan	X	X	X
Montana	X	X	X
Nebraska	X	X	X
New Hampshire	X	X	X
Ohio	X	X	X
Oklahoma			X
Oregon	X	X	X
South Dakota	X	X	X
West Virginia		X	X
Wyoming	X	X	X

Types of CAEP Visitor Teams with States

- Concurrent Review –
 - a separate state team reviews the program and makes a separate evaluation and decision
 - Visits occur at the same time and at the same site
- Joint Review –
 - State reviewers are part of the visitor team
 - Write to CAEP Standards
 - Fully functional part of team
 - Must complete site visitor training through CAEP
- Observer or State Representative
 - Observes the process, but does not participate as part of the review team
 - Can be appointed to review all state submitted data for the feedback option

Overview of Program Review with Feedback

- Purpose of Program Review with Feedback
 - Provides feedback to the institution, the state and accreditation visitor team
 - Requires one form to be completed
 - Links to the Self-Study Report (SSR) or Inquiry Brief (IB)
 - Reviews disaggregated data from SI/TI or IB by licensure area
 - Review is limited to data collected at the EPP level
 - Each state contributes questions or requirements specific to licensure expectations in the state

What Program Review with Feedback Requires?

- Since all data and evidence are disaggregated from the SSR or IB
 - No new data or reporting procedures are required
 - Data are reviewed in the context of the licensure area
- EPPs will crosswalk (tag) CAEP submitted data to a single state selected standard
 - Does not allow alignment with licensure specific standards
 - States can submit specific criteria or standards to be reviewed as part of the process under component 1.3

What States Can Include as part of the CAEP review?

- Ohio Example
 - Review of state teaching standards for initial licensure
 - EPP would simply “tag” any items on assessments that provide evidence for both CAEP Standards and State Standards
 - Items on assessments that are “tagged” as providing evidence for both would be reviewed by the state reviewer and CAEP Visit Team members
 - Evidence would overlap and be accepted as evidence for both CAEP and the state
 - No additional documentation would be required

Example from Ohio State Standard 1

- OSTP 1: Teachers understand student learning and development, and respect the diversity of the students they teach.
 - OSPT 1.1: Teachers display knowledge of how students learn and the developmental characteristics of the age group.
 - OSPT: 1.2: Teachers understand what students know and are able to use the knowledge to meet the needs of all students.
 - OSPT: 1.3: Teachers expect that all students will achieve their full potential.
 - OSPT: 1.4: Teachers model respect for students' diverse cultures, language, and experiences.
 - OSPT: 1.5: Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification.

Aligns with CAEP Standard 1 and InTASC Principles

- Most would fall under the “Learner and Learning” for InTASC
 - Evidence for Ohio Standard 1 would also provide evidence for CAEP Standard 1
 - For example, OSTP 1.1: Teachers display knowledge of how students learn and of the developmental characteristics of the age group.
 - Aligns with InTASC Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

What type of evidence could be used to meet both the state and CAEP Standards?

Course title and Number	2011-2012 Avg. GPA N=178	Elem. Ed 2011-2012 N=22	Early Child 2011-2012 N=35	2012-2013 Avg. GPA N=151	Elem. Ed 2011-2012 N=27	Early Child 2011-2012 N=33
EDUC 201 – Develop. Psychology (CAEP 1.1; OSTP 1.1)	2.8 Range 0.0-4.0	3.4 Range 1.5-4.0	2.7 Range 1.0 – 4.0	3.2 Range 0.0 – 4.0	3.1 Range 1.0-4.0	2.5 Range 0.0-3.5

Other types of Evidence for Ohio and CAEP Standards/Components 1.1

- Beside GPA, there could be specific items on the student teaching observational instrument specific to both components

Item #22	Developing	Emerging	Meets Expectations	Exceeds Expectations
<p>Learning experiences are developmentally appropriate and challenging. (CAEP 1.1; OSTP 1.1)</p>	<p>*Learning experiences are too difficult or too easy based on age and grade level * Learning experiences fail to challenge students at the appropriate levels</p>	<p>*Learning experiences are age level appropriate, but no consideration is given to developmental levels *Learning experiences take the one sizes fits all approach</p>	<p>•Learning experiences are age and grade level appropriate (not too easy or too difficult) •Learning experiences allow for students to select entry and exit points based on developmental levels</p>	<p>*Learning experiences allow for differentiation based on developmental level of students *Learning experiences allow students to be individually challenged based on developmental level.</p>

Data from Observation Instrument

Course title and Number	Average Score for COE N=220	Elem. Ed 2011-2012 N=22	Early Child 2011-2012 N=35	2012-2013 Avg. GPA N=151	Elem. Ed 2011-2012 N=27	Early Child 2011-2012 N=33
# 22 Learning experiences are developmentally appropriate and challenging. (CAEP 1.1; OSTP 1.1)	Level 1 = 12% Level 2 = 16% Level 3 = 52% Level 4 = 30% Mean = 3.5 Range 1-4	Level 1 = 9% Level 2 = 11% Level 3 = 40% Level 4 = 40% Mean = 3.2 Range 1-4	Level 1 = 17% Level 2 = 18% Level 3 = 60% Level 4 = 15% Mean = 3.3 Range 1-4	Level 1 = 10% Level 2 = 20% Level 3 = 58% Level 4 = 12% Mean = 3.3 Range 1-4	Level 1 = 5% Level 2 = 25% Level 3 = 45% Level 4 = 25% Mean = 3.2 Range 1-4	Level 1 = 5% Level 2 = 22% Level 3 = 52% Level 4 = 30% Mean = 3.4 Range 1-4
# 28 Learning experiences allow for differentiation based on the developmental levels of individual student(s). (CAEP 1.1; OSTP 1.5)	Level 1 = 22% Level 2 = 30% Level 3 = 52% Level 4 = 8% Mean = 3.0 Range 1-4	Level 1 = 20% Level 2 = 25% Level 3 = 45% Level 4 = 10% Mean = 3.1 Range 1-4	Level 1 = 17% Level 2 = 38% Level 3 = 38% Level 4 = 13% Mean = 2.8 Range 1-4	Level 1 = 15% Level 2 = 18% Level 3 = 52% Level 4 = 15% Mean = 3.2 Range 1-4	Level 1 = 17% Level 2 = 42% Level 3 = 22% Level 4 = 19% Mean = 2.9 Range 1-4	Level 1 = 26% Level 2 = 18% Level 3 = 45% Level 4 = 11% Mean = 2.7 Range 1-4

Ohio Seven (7) State Teaching Standards

- Teachers understand student learning and developmental characteristics of age groups.
 - Five (5) sub-standards
- Teachers know and understand the content area for which they have instructional responsibility.
 - Five (5) sub-standards
- Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning
 - Five (5) sub-standards
- Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - Seven (7) sub-standards

Ohio Seven (7) State Teaching Standards (cont.)

- Teachers create learning environments that promote high levels of learning and achievement for all students.
 - Five (5) sub-standards
- Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support students.
 - Four (4) sub-standards
- Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.
 - Three (3) sub-standards

Ohio Value-Added Model – CAEP Standard 4

- Ohio requires the following be reported:
 - SAS EVASS Calculations
 - Teacher Value-Added Reports
 - Ohio's Accountability System
 - Ohio's Evaluation Systems
 - MAAP Tool

Link to Ohio Website:

<https://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Educator-Evaluation-Overview>

- If data are available to EPPs from these reports, all can be utilized as evidence for Standard 4

State Specific Requirements (unrelated to CAEP)

- Requirements specific to Resident Educator License
 - 16 Ohio Administrative Code items specific to the steps for completing a Resident Educator License
 - Evidence/documentation that candidates in teacher education programs (traditional and alternative) have been taught the requirements for the completion of the Resident Educator License
 - Could include –
 - Assignments
 - Inclusion on course syllabi
 - Seminar or portfolio documentation
 - Other types of documentation that candidates know the process

Example of Ohio Resident Licensure Requirement

- Ohio Administrative Code 3301-24-04 (D) (2)
 - Upon recommendation of the college or university and re-employment of the individual as a teacher, a one-year interim license may be issued, and the individual shall be required to retake and pass the deficient portions of the performance-based assessment in order to qualify for a professional educator license.
 - Evidence for meeting this requirement could be:
 - List at least one course syllabus with some type of assessment that measures that candidates are aware of the OSOS

Where do I include state specific requirements?

- On the template, EPPs will designate which assessments/documents provide evidence for each standard.
 - This task is completed with a checkmark in a box
 - There will be a separate box for state specific evidence
- Four categories of Evidence
 - EPP created assessments
 - Other types of evidence (minutes, agendas, catalog information, MOU, etc.)
 - Proprietary assessment data (state licensure exams, edTPA, PPAT, survey data from the state, etc.)
 - Evidence specific to state requirements

Who reviews the state specific requirements?

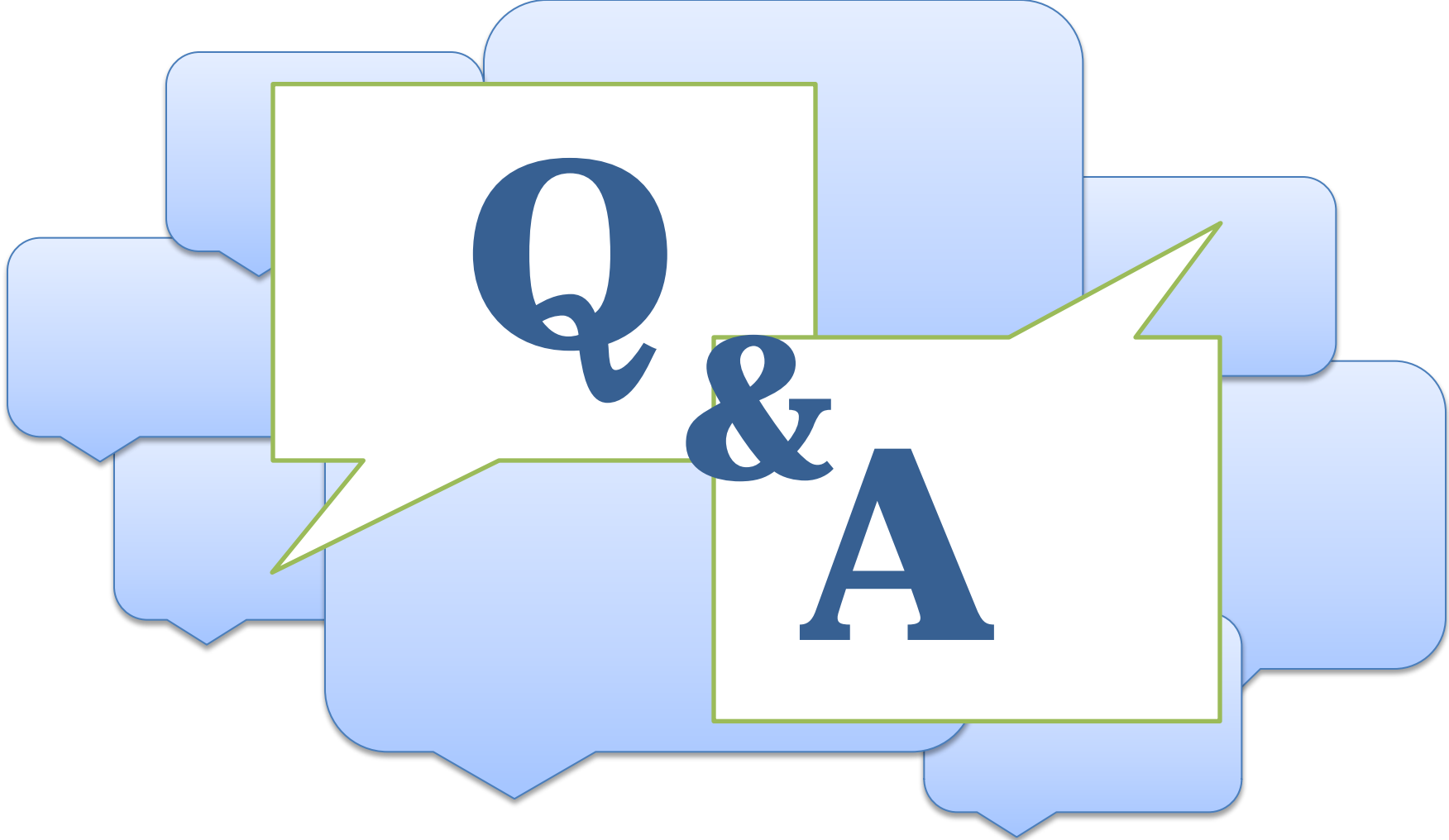
- Some states assign a specific reviewer whose sole function is to review the state requirements
 - Provides feedback to the state specific to state requirements
 - Decisions based on the state review of state specific requirements are made at the state level
 - State reviewer does not participate in the review of CAEP Standards with the visitor team
 - Ohio model

Who reviews the state specific requirements? (cont.)

- **Joint visits** – CAEP Visitor Team reviews evidence for meeting of the CAEP Standards and State Standards
 - Any specific state requirements
 - Team provides feedback to the state on the evidence specific to state standards and requirements
- **Concurrent visits** – State team reviews all state specific requirements
 - Separate report is submitted to the state from the concurrent team
 - Some states have specific processes for concurrent visits

What are most states requiring?

- Alignment of state teaching standards to CAEP evidence
- Specific course requirements
- Disaggregation of data by licensure area
- Specific requirements mandated by state law such as
 - Anti-bullying training
 - First Aid and CPR
 - Specific child welfare requirements
- Some states are submitting specific questions they want answered based on licensure area disaggregated data
- Specific requirements related to clinical experiences
- Varies widely from state to state



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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!

