



Council for the  
Accreditation of  
Educator Preparation

# Investigating EPP Claims: The CAEP Inquiry Brief (IB) Pathway

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Evidence

# Overview of CAEP Accreditation

CAEP process—general framework with common elements

- Eligibility: *same for all pathways*
- Program Review: *same for all pathways (except TEAC legacy), varies by state*
- **Self-study**
- Site visit: *(almost) same for all pathways*
- Accreditation Council: *same for all pathways*
- Annual Reporting Process: *(almost) same for all pathways*

# CAEP Standards

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

# Distinctive Features of the IB Self-Study

## Emphasis and starting point:

- EPP's claims about the professional competence about its candidates and completers

## Format of the self-study report:

- Research monograph

## Demonstration of continuous improvement:

- Internal audit of EPP's quality assurance system

# Claims

- The Inquiry Brief process begins with claims the EPP makes about the professional competence of its completers
- The EPP aligns its claims with its own goals and mission as well as with the expectations about candidate and completer outcomes expressed in CAEP Standards 1 and 4
- The EPP is encouraged to focus on empirical inquiry that is meaningful both to its own community and to those who rely on CAEP for quality assurance

# Generating Claims

- The process of generating the claims should begin with an examination of the statements of the goals, claims, objectives, promises, and standards published in the institution's catalogs, brochures, state approval/registration reports, and websites describing the EPP's projected outcomes.
- The EPP should then examine how its own goals align with CAEP Standards 1 and 4. The claims should be consistent with the standard's holistic and overarching expectation, and while each component should be addressed in some way, different EPPs may give different weight to each component.
- The EPP should be able to identify at least two measures or categories of evidence associated with each claim.

# Generating Claims

- Claims should be written at an appropriate level of generality
  - Too broad: “all of our completers are good teachers”
  - Too trivial: “all of our completers know how to employ ‘wait time’ in their lessons”
  - About right: “all of our completers demonstrate knowledge of subject matter content appropriate to their intended certification area”
- Claims for accreditation should be consistent with claims made elsewhere to the public (e.g., via website or other publications)

# Research Monograph

- The EPP's own study of its claims and the ways in which it assures quality provides the information needed for accreditation
- Essential question of the EPP: Are we achieving what we want to be achieving?



# Internal Audit

- In the Internal Audit Report, the EPP describes its quality assurance system, then devises and undertakes probes to verify that the system is working as designed.
- The Internal Audit Report includes the following sections:
  - Description of the quality assurance system,
  - Description of the procedure followed in conducting the internal audit, and
  - Presentation of the findings, the conclusions that faculty draws from the findings, and a discussion of the implications for the program.

# Quality assurance mechanisms: examples

- Curriculum:
  - institutional/state approval
- Faculty:
  - recruitment, promotion & tenure policies
- Resources:
  - budget submissions/requests
- Facilities:
  - classroom assignment procedures
- **Clinical partnerships:**
  - Selection criteria for clinical partners
- **Candidates:**
  - admission and completion requirements

# Quality assurance mechanisms: example probes

- Curriculum: institutional/state approval
  - Check that a sample of courses were properly submitted and approved at the institutional level
- Resources: budget submissions/requests
  - Check that a sample of budget requests were met
- Clinical partnerships: Selection criteria for clinical partners
  - Check that a sample of clinical partners met selection criteria

# Writing the Inquiry Brief Self-Study

- Section 1: Introduction
- Section 2: Claims & Assessment Rationale
- Section 3: Methodology
- Section 4: Results
- Section 5: Discussion and Plan
- Section 6: References
- Appendix: Internal Audit Report

# Section 1: Introduction

Description of the EPP, which may include:

- Age, history, demographics, and distinguishing features of host institution and EPP
- Preparation characteristics
- The EPP's place in the institution or organization
- The vision, mission and goals of the EPP
- The local market for completer employment and political contexts that shape the program

# Section 2: Claims and Assessment Rationale

- EPP's claims about candidate and completer outcomes
- Assessments that will be used to determine how well the EPP has met these claims
- Rationale that explains why the identified assessments are likely to provide useful information about the claim
- Alignment of claims to CAEP Standards 1 and 4

# Section 2: Claims and Assessment Rationale

- **Standard 1:** Assessments and rationale for specified candidate outcomes
- **Standard 4:** Assessments and rationale for specified completer outcomes
- **Standard 5:** Data quality evidence

# Section 3: Methodology

Description of how each source of evidence is collected and how the quality of the evidence is assured

- For each source of evidence, the EPP indicates:
- who are the evaluators
- how evaluators are trained
- at what point candidates are assessed
- in what context candidates are assessed
- how reliability and validity (or consistency and trustworthiness) of the evidence is assured



# Section 3: Methodology

- **Standard 1:** Methodology for assessments of Standard 1
- **Standard 4:** Methodology for assessments of Standard 4

# Section 4: Results

Outcomes of the assessments, organized by claim

# Section 4: Results

- **Standard 1:** Results of assessments of Standard 1
- **Standard 4:** Results of assessments of Standard 4

# Section 5: Discussion and Plan

- Implications of the assessment results
- Plans for changes intended to result in improvement of processes or outcomes

For each source of evidence, the EPP should answer the following questions:

- what do the reported results mean
- how are results used in improvement

# Section 5: Discussion and Plan

- **Standard 5:** discussion of each source of evidence

# Appendix: Internal Audit Report

The EPP describes its quality assurance system, then devises and undertakes probes to verify that the system is working as designed

# Appendix: Internal Audit Report

- **Standard 5:** All mechanisms, probes of mechanisms, and results of the probes to ensure—
  - monitoring of candidate progress, completer achievements
  - monitoring of provider operational effectiveness
  - regular and systematic assessment of performance against goals and relevant standards
  - tracking of results over time
  - testing of innovations and effects of selection criteria on progress and completion
  - using of results to improve program elements and processes
  - involvement of stakeholders

# Appendix: Internal Audit Report

- **Standard 2:** Mechanisms, probes of mechanisms, and results of the probes to ensure the effectiveness of clinical partnerships and practice
- **Standard 3:** Mechanisms, probes of mechanisms, and results of the probes to ensure appropriate candidate quality, recruitment, and selectivity



# Following up

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.

Further questions:

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