

**Tentative Program:**  
**2016 Spring CAEP Conference**  
Hilton San Diego Bayfront  
March 23 - 25, 2016

STRANDS		
Ⓒ	CAEP 101	Learn about the CAEP standards, working with CAEP, and what you may not know meeting CAEP for the first time. This strand is particularly targeted at those who are new to CAEP or are seeking basic information.
Ⓐ	Accreditation Process	Sessions will provide participants with information on the CAEP accreditation process. The information builds on the CAEP 101 sessions and provides further steps in the accreditation process.
Ⓔ	EPP Experiences and/or Research	Lessons learned: How different EPPs have approached CAEP accreditation, fostered a culture of evidence, and conducted research to improve educator preparation.
Ⓟ	Perspectives from the Field	Stakeholders including teachers, state representatives, CAEP's Clinical Alliance, and national organizations share their unique insights into educator preparation.

Strand	Session Title	Description	Presenter(s)
<b>BREAKOUT I: Thursday, March 24   8:30 a.m. - 9:30 a.m.</b>			
Ⓟ	Aligning Standards with Reality: What Early-Career Teachers Wish They Had Known Before Day One [Standard 4]	Using results of an informal "What do you wish you'd known?" survey of early-career secondary teachers, preparation gaps were identified and then aligned to the CAEP standards. EPPs can use this information to ensure they address schools' and candidates' needs and to enrich their evidence the CAEP standards are met.	Lauren Graves, Kentucky Education Professional Standards Board; Kim Walters-Parker, Woodford County High School, KY

Strand	Session Title	Description	Presenter(s)
<b>Ⓒ</b>	CAEP Standard 1: Teachers Know Their Content and Teach Effectively	This interactive session will provide samples of evidence frequently submitted, and data chart conventions for the reporting and tagging of data. In addition, participants will review and evaluate sample data to determine if conclusions reached by the EPP are supported by the sample data. A scoring guide for Standard 1 and all components will be used during the session.	Stevie Chepko, CAEP; Tatiana Rivadeneyra, CAEP
<b>Ⓔ</b>	Data, Data, Data! Building Capacity to Leverage Systematic Change	Learn how to build a data-process map that represents all data sources, who uses data and for what, when data get transferred among systems, where errors are introduced, and where inefficiencies exist. The map shows pockets of gold – those processes that when changed increase data quality and process efficiency.	Rihab Saadeddine, Rowan University; Monika Williams Shealey, Rowan University; Lisa Vernon-Dotson, Rowan University
<b>Ⓔ</b>	Embedding an Assessment of Dispositions into an Educator Preparation Program [Standard 3]	By using a research-based group interview to measure teacher candidates' dispositions, EPPs can increase selectivity, identify candidates' strengths and weaknesses, and prepare professional development plans based on data. Learn more about the structure, validity, and reliability of this interview, and how various EPPs have embedded this into their programs.	Laura Allen, Trinity University; Sally Ingles, Indiana Wesleyan University; Monica Riley, Mississippi University for Women; Gillian Stewart-Wells, Judson University; Betsy VanDeusen-MacLeod, Central Michigan University
<b>Ⓔ</b>	Facilitating Continuous Improvement through Reporting Capabilities Developed within an Electronic Assessment System [Standard 5]	Teacher preparation programs typically collect a wealth of data but easy access to aggregate reports used to make informed decisions for continuous improvement is often a challenge. This presentation describes one unit's model of using the extensive reporting capabilities in their in-house developed electronic assessment system to facilitate continuous improvement.	Blake Adams, University of Mississippi; Smitty Horne, Southern Arkansas; Kaye Pepper, University of Mississippi; David Rock, University of Mississippi

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Ⓟ	Leading the Transformation: Finding our Voice to Guide Teacher Preparation Policy	The future of the education profession lies in the balance as policy-makers at every level in legislatures and departments of education seek to impose their ideas on the system of educator preparation and p-12 education alike. Join in this interactive session intended to renew our commitment and to provide practical tools for finding our voice and developing strategies that help us truly make a difference in the policy arena.	Blake West, National Education Association (NEA)
ⓔ	The CAEP Accreditation Experience—A Panel discussion	This session is a multi-role discussion of the CAEP Accreditation process of North Carolina State University. Participants will hear the perspectives of an EPP representative, the lead site visitor on the visit, and CAEP staff. The discussion will cover the experience of completing the self-study report and addressing the CAEP standards, completing the formative feedback report and site visit report, and the process of staff overview of the reports.	Bonnie Beach, University of Southern Indiana; Malina Monaco, North Carolina State University; Richard Rice, CAEP

**BREAKOUT II: Thursday, March 24 | 9:45 a.m. - 10:45 a.m.**

ⓔ	Assessment in Educational Leadership Programs: A View from California	This session presents data from the California Commission on Teacher Credentialing biennial reports and summarizes the various types of assessments Educational Leadership programs are using to provide evidence of candidate competence and program efficacy. In addition, signature assessments designed to measure the California Administrator Performance Expectations (CAPEs) will be shared.	Deborah Erickson, Point Loma Nazarene University
Ⓒ	CAEP Standard 2: Partnerships for Practice	An interactive session on evidence and criteria for meeting Standard 2.	Elizabeth Vilky, CAEP

Strand	Session Title	Description	Presenter(s)
Ⓒ	CAEP's Information Management Tool: AIMS	An overview of how to use CAEP's Accreditation Information Management System (AIMS) throughout the CAEP Accreditation process.	Frank Huang, CAEP
Ⓐ	How Program Review Fits into the CAEP Accreditation Process—A Panel Discussion	Presenters will discuss the accreditation process and the role of program review in meeting CAEP Accreditation Standard 1.	Banhi Bhattacharya, CAEP; Brad Duncan, CAEP; Patty Garvin, CAEP
Ⓔ	New Initiatives in Addressing Diversity: Increasing the Efficacy of Effort Through Research-Based Planning and Implementation	The session will focus on several initiatives that Florida Gulf Coast University employs to address diversity across programs in the College of Education. More specifically, panel members will demonstrate how COE leadership, faculty, and staff gather demographic data to create profiles that are then used to develop and implement high impact programs and services to address the needs of diverse students enrolled in the school districts served by the University.	Ivan Banks, Florida Gulf Coast University; Marquita Grenot-Scheyer, California State University at Long Beach; Cynthia, Grutzik, California State University at Long Beach; Robert Kenny, Florida Gulf Coast University; Peggy Sullivan, Florida Gulf Coast University; Willis Walter, Jr., Bethune-Cookman Univeristy; X. Charles Wang, Florida Gulf Coast University; Scott Jackson Dantley, CAEP
Ⓔ	University Education Students' Evaluation of the Character and Caring of Their Instructors	Recently, 488 participants in a teacher education program were surveyed about their perceptions of their instructors' character. Based on the results, the qualities that students most seem to prefer in their professors when evaluating that professor's character include interacting with students as individuals, remembering individual student needs, and acting compassionately.	Dan Shepherd, Missouri Western State University

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E	Wielding Occam's Razor: Effectively Utilizing Minimal Evidences for Maximum Impact	The NC State College of Education completed a successful CAEP site visit under new standards. The visit highlighted the innovative approach to documenting effective programs and experiences. Learn about our novel approach to documenting program and candidate impact.	Michael Maher, North Carolina State University; Malina Monaco, North Carolina State University

**BREAKOUT III: Thursday, March 24 | 11:00 a.m. - 12:00 p.m.**

C	Accreditation Pathways and Program Review Options	This session will cover a basic overview of the three pathways: Inquiry Brief (IB), Selected Improvement (SI) and Transformation Initiative (TI) and the three program review options: State Review, Program Review with Feedback, and Program Review with National Recognition. Presenters will highlight the differences in pathways and program review requirements. Session will be structured as an orientation to CAEP. This session is not recommended for those who are looking for granular or EPP specific information.	Brad Duncan, CAEP; Monica Crouch, CAEP
C	Applying for CAEP Accreditation	This session is a beginner's look at applying to CAEP for EPPs completely new to CAEP and accreditation. The session will cover the application processes, policies, and procedures in detail alongside frequently asked questions. Samples of application documents will be available. Questions are welcome! ATTENTION: If an EPP is already in status (accredited, applicant, or candidate) with a legacy accretitor (TEAC or NCATE), the EPP does not apply to CAEP.	Richard Rice, CAEP

Strand	Session Title	Description	Presenter(s)
<b>©</b>	CAEP Standard 3: Attracting and Retaining High Quality Candidates	The session will provide an overview of Standards 3 that includes sharing a scoring guide for Standard 3 and all components. The presenter will also share with participants updates for Standard 3 as acted on by the CAEP Board. Highlights from the Teacher Preparation Analytics (TPA) report will be shared along with clarification on component 3.2.	Stevie Chepko, CAEP
<b>Ⓔ</b>	Demystifying Assessment Validity and Reliability [Standard 5]	EPPs must address and evaluate the validity and reliability of the assessment instruments they use to generate information on candidates and improve programs. Participants will learn how to collect evidence for evaluating assessment validity and reliability. They will develop/revise plans for the ongoing, systematic evaluation of assessment validity and reliability.	Susan Gracia, Rhode Island College
<b>Ⓔ</b>	How to ROCK the CAEP: Having the Right Dispositions, People, and Data	After 60 years of continuous accreditation, our EPP has identified three elements needed to successfully utilize accreditation. This session discusses how our EPP uses these elements to effectively gauge and guide programmatic decisions, while maintaining a positive accreditation outcome.	John McConnell, Austin Peay State University
<b>Ⓐ</b>	How to Write a Self-Study Report for the Selected Improvement (SI) Pathway	This session will provide an overview of the formatting and submission process for self studies under the Selected Improvement (SI) pathway. The presenter will provide tips on how an EPP can create an inventory of available evidence, especially candidate and completer performance and other CAEP requirements. The presenter will also show how to categorize and prepare evidence, and draft tables to be completed for the SI Self-Study Report will be provided. A set of draft statements will be presented that will make clear how EPPs exemplify it successfully provides program review data.	Francisco Jaimes, CAEP; Tatiana Rivadeneyra, CAEP

Strand	Session Title	Description	Presenter(s)
<b>E</b>	Preparing for CAEP Through the Lens of an Early Adopter from an HBCUs Perspective	The session will focus on Alcorn’s preparation to address each of the CAEP standards highlighting the preparation and evidence use to present Alcorn’s story.	Robert Carr, Alcorn State University; Catherine Gilchrist Scott, Morris College; Scott Jackson Dantley, CAEP

**BREAKOUT IV: Thursday, March 24 | 1:30 p.m. - 2:30 p.m.**

<b>P</b>	CAEP State Alliance Clinical Experiences Design Team	Members of the CAEP State Alliance Clinical Experiences Design team will share the process and outcomes of work they have engaged in over the last two years, using the Carnegie Foundation’s Networked Improvement Science process, to support the development and growth of strong school-university partnerships as a key component CAEP Standard Two.	John Henning, Monmouth University
<b>C</b>	Feedback and Updates on Elementary Standards	CAEP is developing content standards for elementary education programs that will replace the 2007 ACEI standards. This session will provide an update on the preliminary draft of the national elementary standards and the steering committee’s ongoing work revising the draft based on public feedback.	Banhi Bhattacharya, CAEP
<b>A</b>	How to Write a Self-Study Report for the Inquiry Brief (IB) Pathway	This session will provide an overview of the formatting and submission process for Inquiry Briefs. Presenters will present tips for increasing the manageability of the undertaking and highlight common problems that emerge during formative evaluation to help brief authors prevent the need for significant revisions.	Glenda Breaux, CAEP; Brad Duncan, CAEP



Strand	Session Title	Description	Presenter(s)
Ⓒ	Measures of Teacher Impact on P-12 Students: CAEP Standard 4	This session will provide an overview of Standard 4 and possible alternatives for data collection for EPPs in states that do not provide complete data. In addition, samples of exit, employer, and completer surveys will be shared. Participants will review sample survey data to determine if conclusions reached by the EPP are supported by the sample data. A Scoring guide for Standard 4 will be shared for Standard 4 and all components.	Stevie Chepko, CAEP
Ⓐ	Preparing a Successful Self-Study Report: Lessons from Fall 2015 Submissions	An analysis of all Off-Site Reports from Fall 2015 identified the most common standards, components and issues cited as an Area for Improvement or Stipulation. Many of these were not concerns with the program but were oversights, mistakes or omissions made by EPPs in the preparation of their Self Study Reports and could have been avoided with additional information or documentation. In this session, attendees will examine these AFIs and Stipulations and learn strategies for preventing them in the preparation of their Self Study Reports.	Margie Crutchfield, CAEP Advisor
Ⓔ	The Dean's Role in the CAEP Accreditation Process - A Panel Discussion	In this session three deans will share their experiences with the CAEP process, provide tips on report creation, and coordinating the process across programs within and outside of the College of Education.	Robert Carr, Alcorn University; Chris Givner, SUNY Fredonia; Michael Maher, North Carolina State University; David Tjaden, CAEP

**BREAKOUT V: Thursday, March 24 | 3:00 p.m. - 4:00 p.m.**


Ⓒ	CAEP Standard 5: Data-Driven Continuous Improvement	An interactive session on evidence and criteria for meeting Standard 5.	Glenda Breaux, CAEP
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Strand	Session Title	Description	Presenter(s)
<b>P</b>	CAEP State Alliance Clinical Partnership Design Team	Members of the CAEP State Alliance Clinical Partnership Design team will share the process and outcomes of work they have engaged in over the last two years, using the Carnegie Foundation’s Networked Improvement Science process, to support the development and growth of strong school-university partnerships as a key component CAEP Standard Two.	Courtney Glazer, Cameron, Univeristy; Lisa Hyde, Athens State University; Shirley Lefever-Davis, Wichita State University; Amanda Lester, AACTE; Donna Mahar, SUNY Empire State College; Kimberly Nettleton, Morehead State University; Christy Smith, University at Albany, SUNY; Vicki Templet, Tulane University; Jason Wingate, Troy University
<b>A</b>	Determining Inter-rater Reliability for Instruments Used in the CAEP Accreditation Process	This session will highlight the efforts of faculty from the University of Denver Teacher Education Program to develop and test observation instruments that maximize construct validity, convergent validity, and inter-rater reliability. Moreover, this session will include implications for revising the observation instruments and training supervisors.	Maria Salazar, University of Denver
<b>A</b>	How to Write a Self-Study Report for the Transformation Initiative (TI) Pathway	This session will cover the formatting and submission process and timelines for self studies under the Transformation Initiative (TI) pathway. Presenters will describe the requirements for the TI proposal and will provide information on how the proposals are reviewed.	Richard Rice, CAEP; Tatiana Rivadeneyra, CAEP
<b>C</b>	Understanding CAEP Fees and Accreditation Costs	A discussion of CAEP Annual EPP Fees, Accreditation Visit Fees and Expenses. This session will also provide relevant budgeting and logistical supports for those planning to host a CAEP visit.	Thanh Tran, CAEP

Strand	Session Title	Description	Presenter(s)
	Using the Model Code of Ethics for Educators to Prepare Preservice Educators for Ethical Decisions [Standard 3]	Ensuring preservice candidates are ethical professionals in the profession of education is a critical component of preparation. The Model Code of Ethics for Educators serves as a framework from which providers can use real world ethical dilemmas and innovative practices to instruct candidates in ethical principles to guide their decisions.	Katherine Bassett, National Network of State Teachers of the Year; Anne Marie Fenton, Georgia Professional Standards Commission; Troy Hutchings, Educational Testing Service; Phillip S. Rogers, National Association of State Directors of Teacher Education and Certification
	Where Are They Now? Following Up With Program Completers For Multiple Layers of Inquiry [Standard 5]	This presentation will share an initial case study of EPP completer performance in terms of professional community, influencing student learning, and inquiry across the professional life span. Using multiple measures for triangulation, this comprehensive case study collected evidence on teacher performance and potential with a focus on development.	Sherry Dismuke, Boise State University; Carolyn Loffer, Boise State University; Jennifer Snow, Boise State University

**BREAKOUT VI: Friday, March 25 | 8:30 a.m. - 9:30 a.m.**




	Bringing the Margins to the Center of Teacher Preparation: Portrait of a TPP Weaving Diversity Across the CAEP Standards	This session will highlight the efforts of the University of Denver Teacher Education Program to design an integrated approach to prepare teachers to meet the needs of diverse learners. The presenters will describe how they meet the CAEP standards through a targeted focus on diverse learners in recruitment, admissions, curriculum, field experiences, and candidate evaluation.	Maria Salazar, University of Denver
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Strand	Session Title	Description	Presenter(s)
Ⓐ	Meeting CAEP's Requirements for EPP-Created Assessments: Putting It All Together	How will your EPP-developed assessments meet the CAEP criteria and expectations for quality measures? In this session, attendees take an in-depth look at the CAEP Evidence Guide and CAEP Assessment Rubrics to apply criteria for evaluation of assessment measures. Attendees receive a user-friendly tool that integrates the requirements and expectations for various kinds of assessments from the two documents. Sample assessments are critiqued, addressing evidence questions is discussed, and attendees have an opportunity to evaluate their own assessments. Attendees are encouraged to bring a copy of at least one assessment and its scoring guide/rubric.	Margie Crutchfield, CAEP Advisor; Deb Eldridge, CAEP Advisor
Ⓐ	Meeting the Challenges for Advanced Program Standards	This interactive session will seek feedback on processes and procedures for submitting evidence for advanced level programs.	Stevie Chepko, CAEP
Ⓟ	SPA Success Stories-A Panel Discussion	A panel will present their SPA review journeys, including ups and downs and how the review process improved their programs.	Monica Crouch, CAEP
Ⓔ	Strengthening Clinical Practice by Forming Mutually Facilitated Partnerships [Standard 2]	If your EPP is located in a small rural area, it can be challenging to provide clinical opportunities that ensure candidates have authentic and enriching experiences with students from diverse backgrounds. Join us as we share ideas and guidelines for forming mutually beneficial partnerships with communities/schools to engage students in learning and move teacher candidates from theory to practice.	Trudy Abel, Oakland City University; Mitzi Nelson, Bethel University; Sheila O'Briant, Bethel University



Strand	Session Title	Description	Presenter(s)
<b>E</b>	The Use of Simulation Based Learning to Enhance Preservice Teachers' Understanding of the Educational Needs of Diverse Learners [Standard 2]	The ineffectiveness of preservice teacher experiences for preparing them to understand the educational needs of diverse learners has been documented. Traditionally, pre-service teachers' training was limited to courses and field experiences. This study evaluated the use of a Simulation-Based Learning tool, simSchool, as a supplement to coursework and field experiences.	Melanie Bishop, Missouri Baptist University; David Collum, Missouri Baptist University; Tim Delicath, Missouri Baptist University

**BREAKOUT VII: Friday, March 25 | 9:45 a.m. - 10:45 a.m.**

<b>A</b>	Establishing Content Validity	Learn how to establish content validity using the Lawshe method, with specific application to CAEP's self-study process.	Stevie Chepko, CAEP
<b>E</b>	Getting Ready for CAEP: Creating Digital Key Assessments Within a Data Management System [Standard 5]	The purpose of this session will be to offer ideas for building digital Key Assessments at the initial and advanced levels using a Data Management System. A preview of the process for the creation of the Electronic Portfolio and the digital Lesson Plan will be given.	Marilyn Haller, Dallas Baptist University
<b>A</b>	Making a Case	This session will provide guidance on how to use data and evidence to "make the case" for meeting selected components/standards. Examples will be provided specific to conclusions that can and cannot be supported with given data and evidence.	Glenda Breaux, CAEP

Strand	Session Title	Description	Presenter(s)
	Overview of the Optional Early Instrument Review	Data from assessments, and the interpretations and inferences made from that data, play a critical role in the process of CAEP accreditation. In order to help EPPs ensure that the data they are collecting is high-quality and relevant, CAEP will provide the opportunity for EPPs to submit assessments three years in advance of the visit for early review. This session will outline the process for submitting assessments and discuss what CAEP assessment reviewers will be looking for and what type of feedback will be given to the EPP. This session will not discuss the specifics of quality assessments, but rather the process and protocols for submitting assessments for optional early review.	David Tjaden, CAEP
	P-20 Collaboratives: Ideas for Implementation [Standard 2]	Presenters will provide a brief overview of the implementation of P-20 Collaboratives in Georgia and then initiate group activities with participants. These focused activities are intended to generate ideas for designing, implementing, and sustaining collaboratives in other educational settings. Participants may take the results produced in this session to use in their own settings.	Angie Gant, Georgia Professional Standards Commission; Paige Tompkins, Mercer University
	Reaching Greater Relevance Through Revised Partnerships [Standard 2]	California State University, San Bernardino will share their Continuous Improvement journey to address the multifaceted needs of candidates and school districts. Presenters will share how they navigate a diverse service region, minimize the learning curve of first-year teachers, and increase the market advantage for teacher candidates.	Jay Fiene, California State University, San Bernardino; Marita L. Mahoney, California State University, San Bernardino; Michael Verdi, California State University, San Bernardino

Strand	Session Title	Description	Presenter(s)
<b>BREAKOUT VIII: Friday, March 25   11:00 a.m. - 12:00 p.m.</b>			
<b>E</b>	Building and Using a Data-Process Map for Improving Process Efficiency and Data Quality	Learn how to build a data-process map that represents all data sources, who uses data and for what, when data get transferred among systems, where errors are introduced, and where inefficiencies exist. The map shows pockets of gold – those processes that when changed increase data quality and process efficiency.	James P. Van Overschelde, Texas State University
<b>E</b>	Curriculum-based Evaluation (CBE) to Determine Content Knowledge of Candidates for Special Education Endorsement [Standard 1]	Although the use of curriculum-based evaluation (CBE) has strong support in professional literature for K- 12 populations, little application of the technology in higher education. This presentation describes the process and results of the use of CBE for higher education. Application of this technology for CAEP accreditation is also discussed.	Gail Coulter, Western Washington University; Keith Hyatt, Western Washington University; Michael C. Lambert, Western Washington University; LeAnne Robinson, Western Washington University
<b>C</b>	Planning for an On-site Visit	It's the year of your CAEP site visit, your EPP has submitted the Self-Study and you can finally take a deep breath! Now is the time to start planning preparations for the site visit. The session will include information on the direct responsibilities of EPPs in preparing for the visit, as well as tips and best-practices for hosting a smooth and successful CAEP site visit. Specific information will be provided about timelines, preparation/logistics, and resources available to EPPs.	Glenda Breaux, CAEP; Brad Duncan, CAEP; David Tjaden, CAEP

Strand	Session Title	Description	Presenter(s)
	The DIY Movement to Diversify the Teacher Workforce [Standard 3]	Presenters will discuss the emergence of do-it-yourself pipeline programs designed to attract, recruit and retain a more diverse teacher workforce. The session provides a comprehensive overview of existing “grow your own” programs and addresses the need for research to assess the effectiveness of programs and identify best practices.	Amy Dee, George Fox University; Heather Herrera, New York University
	Using Local Survey Data to Monitor and Improve the Implementation of Student Teaching and Field Experiences	The Regional Educational Laboratory for the Central states (REL Central) at Marzano Research administered a statewide survey to examine clinical practice in traditional teacher preparation programs in Missouri. This presentation describes the study, focusing on the use of confidential, institution-level reports of findings to support data-driven program improvement efforts.	Cynthia Bice, Lindenwood University; Emma Espel, Regional Education Laboratory Central; Beth Kania-Gosche, Lindenwood University; Stephen Meyer, Regional Education Laboratory Central