Council for the Accreditation of Educator Preparation

CAEP SI/TI WORKSHOP
April 8, 2015

Patty Garvin, Nate Thomas, David Tjaden

Wireless Internet
Login: Sheraton Meeting
Password: caep2015

Who we are

Patty Garvin – SI Pathway, etc.

Nate Thomas – TI Pathway, Reports, etc.

David Tjaden – Site Visits, etc.

Who you are

- 78 participants
- 49 EPPs & education organizations
- 10 new to accreditation

Purpose of the Workshop

To provide an overview of the CAEP accreditation review process under the Selected Improvement & Transformation Initiative pathways

Objectives of the Workshop

- Understand steps of the review process
- Learn how to prepare a Self-study report
- Learn how to make a case based on evidence
- Understand the purpose of plans in the accreditation process

The CAEP Pathways

- **Selected Improvement** (SI) pathway emphasizes data-driven improvement of the provider's performance in a selected area or areas of preparation.
- **Transformation Initiative** (TI) pathway emphasizes a formal research study that advances and informs the field.
- **Inquiry Brief** (IB) pathway emphasizes the study of candidate and completer outcomes, aligned with own goals and mission as well as CAEP standards.

(Accreditation Manual pp 7-8)

SI Distinguishing Characteristics

- Program improvement focused
- EPPs seeking accreditation under the SI Pathway **demonstrate progress in achieving a higher level of excellence in educator preparation** by developing and using a data-driven "Selected Improvement Plan" (SIP)
- Self-study report written to each of the 5 CAEP standards and includes the SIP and progress report.

(Accreditation Manual p 29)

TI Distinguishing Characteristics

- Research and Development (R&D) approach to accreditation
- EPP submits a proposal to conduct a Transformation Initiative project to **engage in rigorous research investigation** of a chosen aspect of educator preparation to inform the profession and/or offer research-proven models for replication of promising practices.
- Self-study report written to each of the 5 CAEP standards and includes the TIP and progress report.

(Accreditation Manual p 30)

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Overview of SI/TI Timeline

David Tjaden

Timeline Activity

- **SI/TI Timelines work forward and backward from the date of the Onsite Visit**
- **Work as a team at your tables**
- **First table to arrange accreditation timeline into the correct order wins!**
- **No cheating ☺**

(Accreditation Manual – SI pp 54-55; TI 67-68)

SI/TI Accreditation Visit Timeline

Detailed Schedule:
pp. 54-55, 66-67 of Accreditation Manual

- **5 years prior**
  - Provider submits TI Plan (ONLY if it is a TI visit)
    - More info later in this workshop
- **3 years prior**
  - EPP submits program reports to CAEP (dependent on state partnership agreement)
  - [Optional] EPP submits assessments/scoring guides to CAEP for review
    - Want more info?: Attend the "Optional Early Instrument Evaluation" session on Thursday

SI/TI Accreditation Visit Timeline

- **18 months prior**
  - EPP submits desired dates for onsite visit
    - CAEP Contact: David.Tjaden@caepnet.org
- **8 months prior**
  - EPP submits Self-Study Report (SSR) and evidence
    - Want more info?: Attend "Preparing SI and TI Self-Study Reports" session on Thursday
- **6-8 months prior**
  - EPP publishes announcement of visit and solicits third-party testimony

SI/TI Accreditation Visit Timeline

- **4-6 months prior**
  - CAEP visit team reviews SSR/evidence and provides a Formative Feedback Report to the EPP
- **2 months prior**
  - EPP submits a response to the Formative Feedback Report and uploads supplemental evidence
- **1-2 moths prior**
  - Visit Lead, state consultant, and state lead conduct a virtual pre-visit with the EPP

SI/TI Accreditation Visit Timeline

- **ONSITE VISIT TAKES PLACE**
  - More info later in this workshop
- **30 days after**
  - Visit team submits the Onsite Report
- **30 days after report is submitted**
  - EPP submits corrections/response to the Onsite Report

SI/TI Accreditation Visit Timeline

- **Semester following the onsite visit**
  - Accreditation Council (AC) determines the accreditation decision of the EPP
    - Initial Review Panel
    - Joint Review Panel
    - Accreditation Council
- **2 weeks after AC meeting**
  - CAEP sends accreditation decision to the EPP and state representatives

Detailed Schedule:
pp. 54-55, 66-67 of Accreditation Manual

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Quality Assessments

Patty Garvin

Characteristics of Quality Assessments

- **Validity**. Is the measure appropriate for its use?
- **Reliability**. Does the evidence measure the same thing every time in the same way (mostly)? Can the finding be replicated?
- **Relevance**. Is the assessment appropriately related to a particular CAEP Standard(s) that the EPP is claiming it meets?

Characteristics of Quality Assessments

- **Representativeness**. Is the evidence drawn from situations that are typical and potentially generalizable?

- **Cumulativeness**. Is the evidence theoretically grounded? Is the evidence part of a coherent and explicit chain of reasoning?

- **Fairness**. Will the measure return the same result even if applied by different observers under different circumstances or at different points in time?

Characteristics of Quality Assessments

- **Robustness**. Is the evidence direct and compelling?
- **Actionability**. Why is the evidence important?

CAEP Evidence Guide, Section 5: Validity and other Principles of Good Evidence, pp 16-21

Optional Early Instrument Evaluation

- EPPs elect to submit to CAEP the generic assessments, surveys, and scoring guides that they expect to use to demonstrate that they meet CAEP standards.

3 year prior to completion of the Self-study report

- Feedback provided by CAEP-trained assessment experts
- EPP revises instruments and collects one or more years of addition data

(Accreditation Manual pp 27-28)

Activity: Reviewing Instruments

Materials in packet:

Assessment Rubric, Section 6

Assessment #1, Reflection Scoring Guide (p. 3)
Assessment #2, Scoring Guide for Reflection (p. 4)

Assessment #1 – Reflection Scoring Guide

- For Assessment #1, please use the Assessment Rubric to score the submission.
- Discuss any strengths or weaknesses of the instrument.

Assessment #2 – Scoring Guide for Reflection

- For Assessment #2, please use the assessment rubric to score the submission.
- Compare Assessment #1 to Assessment #2 – what are the differences?

Evaluating CAEP University

Assessment #1, Reflection Scoring Guide?

Assessment #2, Scoring Guide for Reflection?

Why rubrics?

- Candidates and evaluators need to know the criteria being used to make the evaluation.
- Candidates need specific feedback on why they were scored at a level
  - If the criteria is not given on the rubric, candidates have no way to know what they did right or wrong
  - Not knowing will make any learning random
- Reviewers need guidance on expectations at each level
  - Increases the reliability of the instrument

Five criteria for Rubric Development

- **Appropriate** – aligned with some aspect of the standards
- **Definable** – clear, agreed-upon meaning
- **Observable** – quality of performance can be perceived
- **Distinct from one another** – each level defines distinct levels of candidate performance
- **Complete** – all criteria together describes the whole of the learning outcome

Assessment #3 – Internship Evaluation Scoring Rubric

- For Assessment # 3, does the rubric meet the 5 criteria (p. 5)?
  - Appropriate
  - Definable
  - Distinct
  - Complete

- How could the rubric be improved?

Resources

- **Brookhart, S. M**. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading.* Alexandria, VA: ASCD
- **Burke, K.** (2011). *From Standards to Rubrics in Six Steps: Tools for Assessing Student Learning. (3rd ed.)* Thousands Oaks, CA: Sage
- **Stevens, D.D. & Levi, A.** (2013). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning.* (2nd ed.) Sterling, VA: Stylus Publishing.
- **Walvoord, B.E.** (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education.* (2nd ed.). San Francisco, CA: John Wiley & Sons.

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Preparing the Self-Study Report

Nate Thomas, CAEP

Purpose of the Self-Study Report

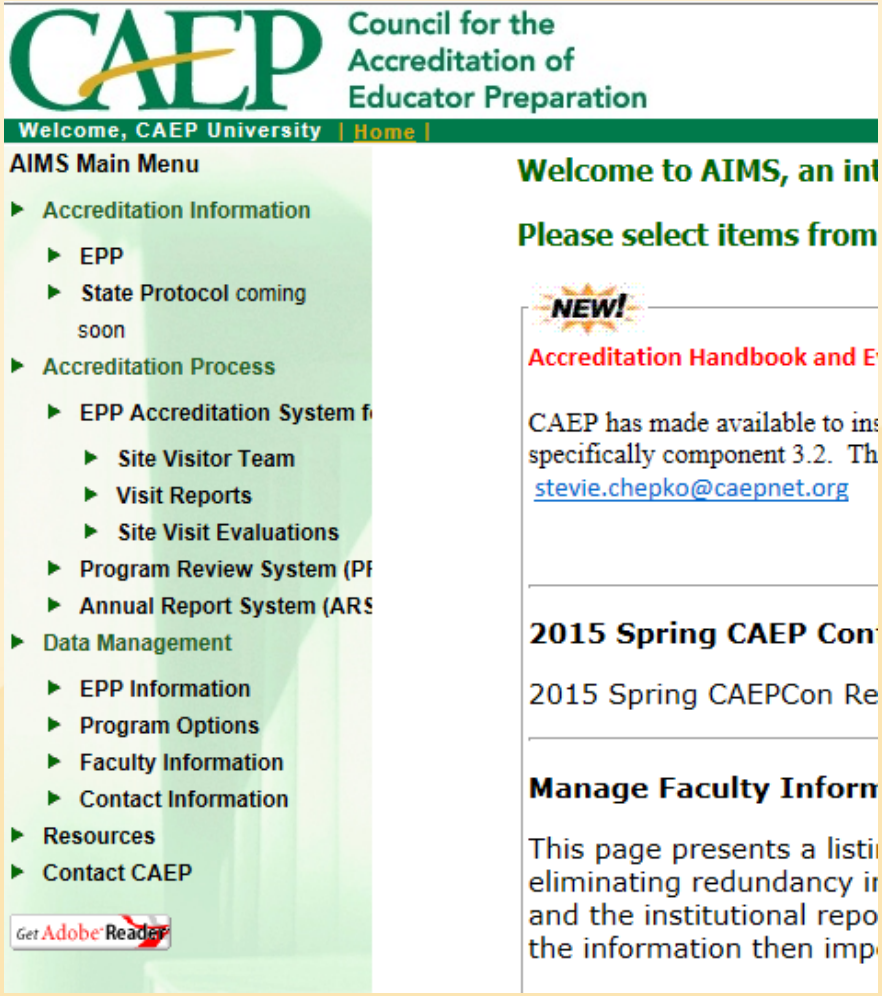
Updated Self-study Template

Will be available soon!

Timeline

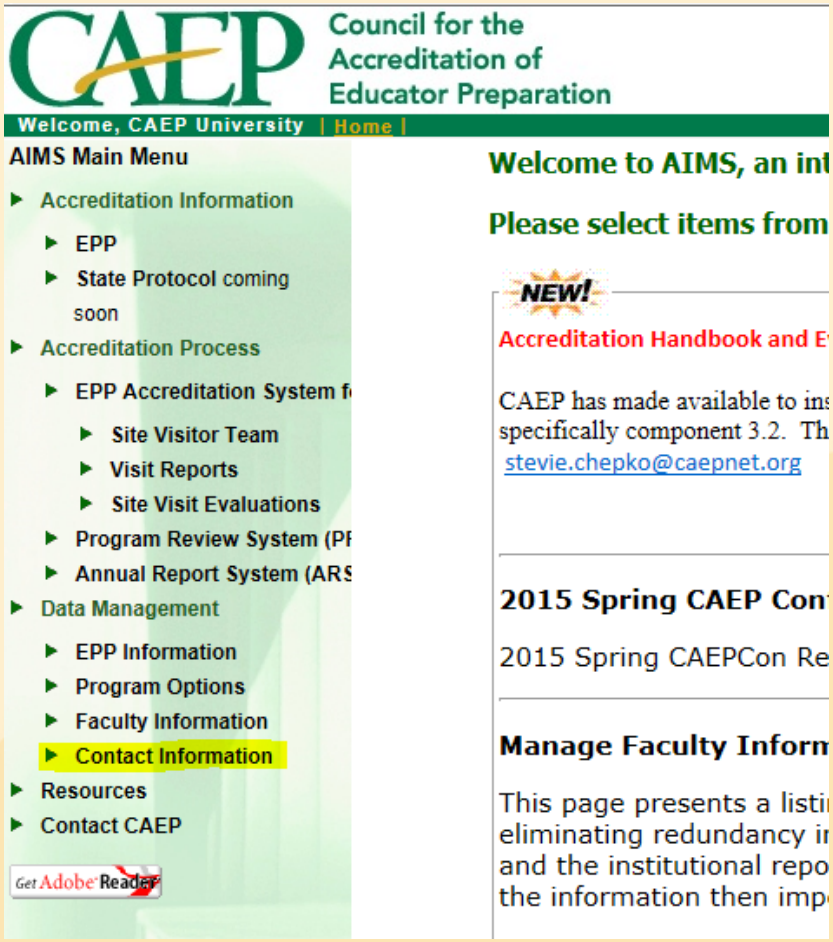
Action	Timeframe
Submit Transformation Initiative Proposal	~ 5 years prior to visit
Submit EPP-created assessments for formative review (*optional*) & SPA Review	3 years prior to visit
EPP selects visit date *(coordinate with state agency)*	18 months prior to preferred visit date
EPP solicits third party 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

Accreditation Information Management (AIMS)



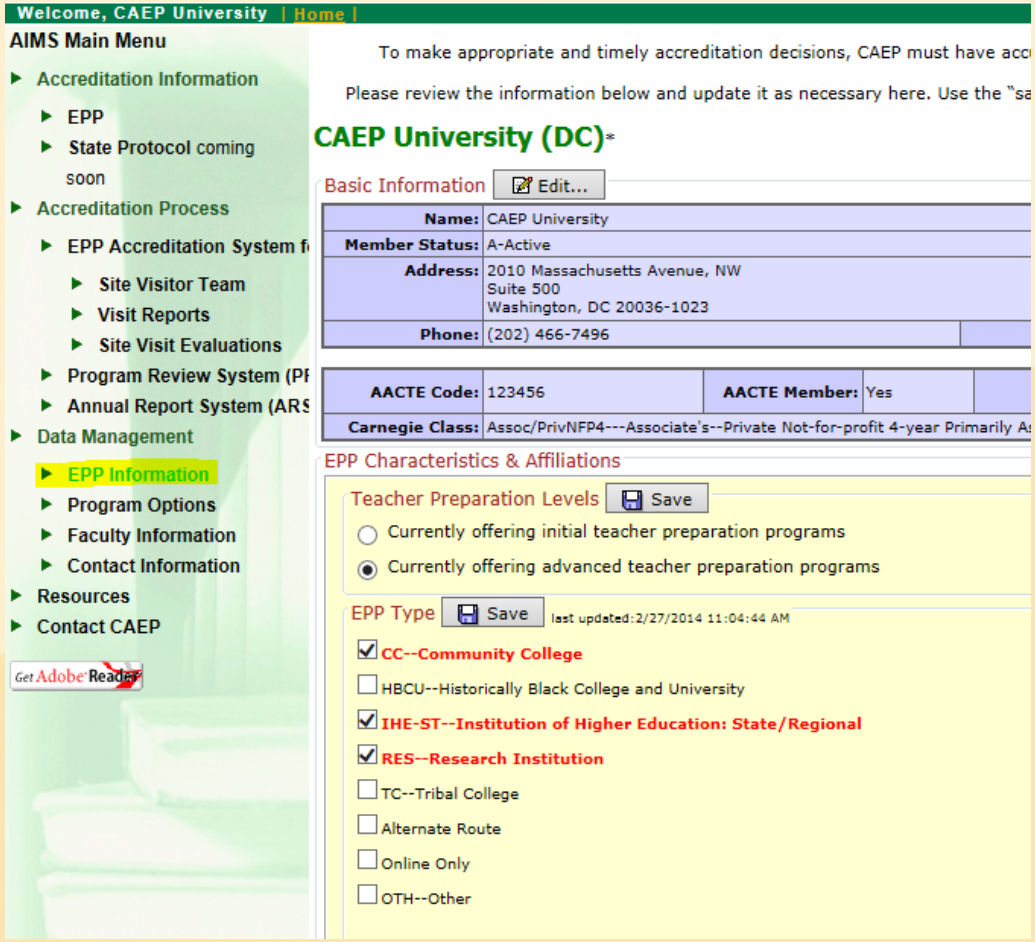
- 1 log-in per provider
- Request to change password when change in leadership
- Use AIMS to submit reports and get updates

Contact Information



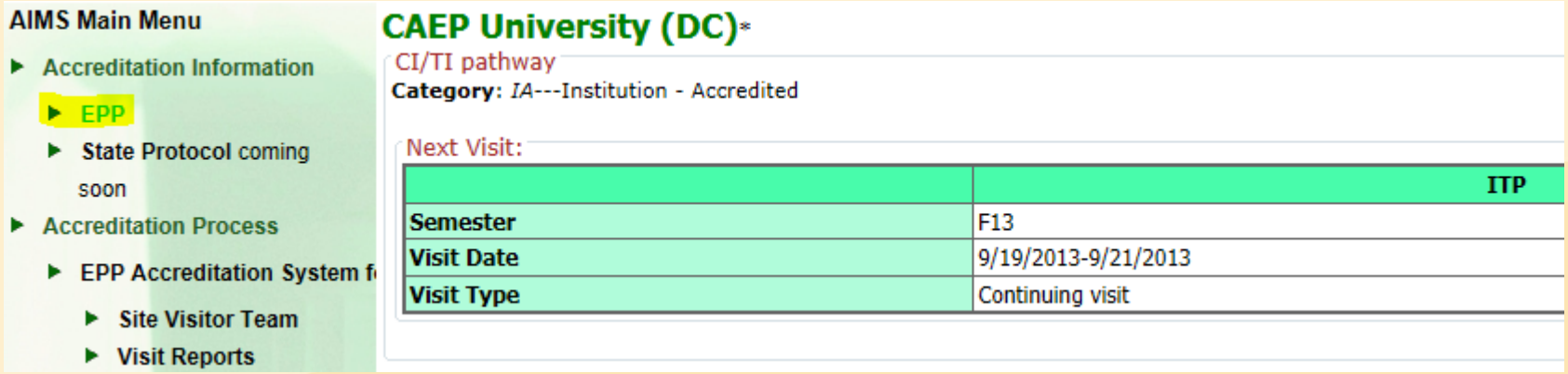
- **Make sure emails are up-to-date to receive notifications from CAEP and the team**
- **Assign "EPP Head" (Leader) and Coordinator**

EPP Information



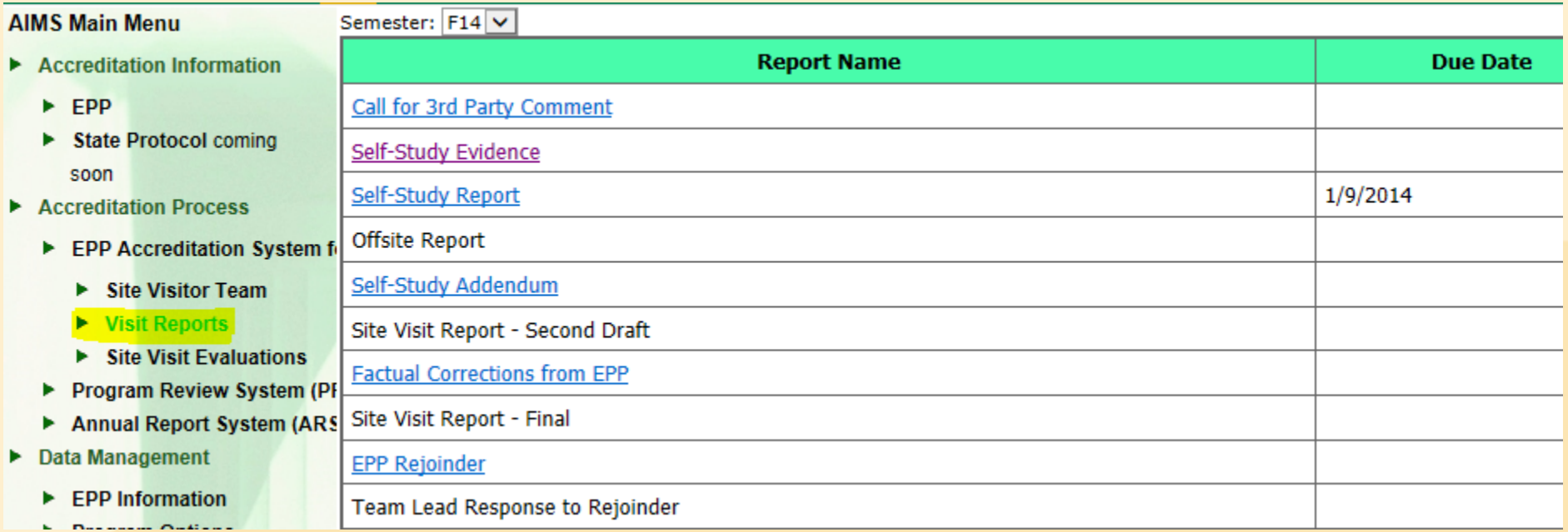
- **Update institutional information**

EPP Accreditation History



- **Review Next Visit semester and dates and previous visit Action Reports**
- **Action Reports will list NCATE-legacy AFIs** (AFIs listed on BOE Reports are not final versions)

Visit Reports



- Upload Reports (Call for 3rd party, SSR, Addendum, EPP Response)
- Submit SSR Evidence & Self-Study Template
- Download Reports (Formative Feedback, Site Visit, Team Lead Response)

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.

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

(Accreditation Manual – pp 25-27)

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.

(Accreditation Manual – pp 29-30)

Types of Evidence

- Assessment Instruments
- Data Results
- Other Measures
- State Specific Measures

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	
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 = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9
1.1	8		Uses discussion strategies to promote high-level thinking through accountable talk and academic conversation.	2013 N = 23 M = 3.2	2014 N = 26 M = 3.4	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9
1.1	9		Participates in school-related professional development opportunities.	2013 N = 23 M = 3.2	2014 N = 26 M = 3.4	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 N = 26 M = 2.9	2013 N = 23 M = 3.2	2014 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.

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

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

(Accreditation Manual – p 29)

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

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

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Activity: Making the Case

Nate Thomas, CAEP

Use A Different Lense

For the next activity, we will look at evidence from the perspective of a CAEP site visitor

SCIENCE of Data Analysis

SCIE method for data analysis:

- Source
- Collection
- Interpretation
- Exclusions

The NCE method for evaluating interpretations of data :

- N-sight
- Caveats
- Effect size

DCSC Supervisor Survey

1. Read the case made about using the supervisor survey as evidence for CAEP Standard 4 (10 min)

2. Review the data included (10 min)

3. As a table or small groups, use the SCIENCE method for evaluating the quality of the evidence (strengths and weaknesses) [30 min]

4. Debrief as a whole group (10 min)

Debrief DCSC Survey

Source	
Collection	
Interpretation	
Exclusions	

Debrief DCSC Survey

N-sight	
Caveats	
Effect Size	

Enjoy Lunch!

Reminders:

1. Leave questions you want staff to answer on table using the note cards provided

2. After lunch you will move to a table that will focus on **Selected Improvement plans (SIP)** or **Transformation Initiative plans (TIP)**
   - 6 tables will review SIP
   - 3 tables will review TIP

ENJOY LUNCH IN DENVER!

LEAVE QUESTIONS ON NOTECARDS FOR STAFF TO ADDRESS AFTER LUNCH

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Developing Selected Improvement Plan & Transformation Initiative Plan

Patty Garvin

COMPARISON

SELECTED IMPROVEMENT

- Internal Focus
- Data Driven

TRANSFORMATION INITIATIVE

- External Focus
- Research Driven

The Selected Improvement Plan (SIP)

EPPs develop and use a data-driven plan, related to the CAEP Standards, to demonstrate progress in achieving a higher level of excellence in educator preparation.

Selected Improvement Plan (SIP)

1. Description of the selected area
2. Goals and objectives
3. Strategies for Interventions
4. Data collection and analysis
5. Capacity to implement & complete plan

(Accreditation Manual – pp 53-61)

Transformation Initiative Plan (TIP)

EPPs conduct research on promising practices, innovations, and interventions directed at transforming educator preparation for greater accountability, effectiveness, rigor, and quality.

Transformation Initiative Plan (TIP)

1. Proposal
- Significance of the Project
- Quality of the Research Design

2. Self-study Report
- Progress Report

(Accreditation Manual – pp 65-74)

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."

(Accreditation Manual – pp 59-76)

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Activity: Evaluating SI/TI Plan

Nate Thomas, CAEP

Directions

1. Provide formative feedback on the SIP/TIP excerpt (handout)

2. Pages 31-32 are available to write feedback

3. Use the appropriate rubric to guide your feedback
   - SIP Rubric (pages 33-34)
   - TIP Rubric (pages 35-38)

Debrief of SIP

Strengths

- Identified an overall vision and describes how the plan was developed
- Identified specific goals
- Identified resources for the plan overall and each goal
- Goals and objectives are appropriate, specific, and well-defined

Debrief of SIP

Weaknesses

- Plan is not aligned to CAEP standard(s), component(s), or thread of diversity or technology
- Baseline of data were not established
- Impact on the provider is not clear
- Yearly timeline is not provided
- Capacity to implement does not include a cost and time estimate
- Not clear who needs to be involved at each stage of the plan

Debrief of TIP

Strengths

- Has a control and comparison group
- Uses an external data collector
- Identifies data to be collected
- Identifies an overarching goal for implementing the initiative
- Includes a yearly timeline
- Identifies a funding source
- Identifies how results will be shared with the field
- Established a plan for collaboration

Debrief of TIP

Weaknesses

- Did not explain how the TI is innovative and will add to the research base
- Not specific to the programs involved
- Only one citation is provided linked to the literature
- Did not explain the methodology of the research design
- Doesn't provide detail regarding the external data collector
- Detailed budget not provided
- Timeline is not directly tied to accomplishing goals

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Preparing for the Onsite Visit

David Tjaden

Preparing for the Onsite Visit

- **Scheduling the Visit**
- **Budgeting for the Visit / Team Size**
  - Want more info?: Attend "Understanding CAEP Fees and Accreditation Cost" session on Thursday morning
- **Sample Schedules (Pages 39-44 in your workbook)**
- **State Involvement**
  - Want more info?: Attend "CAEP and States" session or "State Specific Templates" session
- **Conduct during the visit**

What Happens Next?

- **Team submits the Onsite Report**
- **EPP Response**
- **All reports and evidence are submitted to CAEP Accreditation Council for review**
- **Accreditation Decision is made and EPP is notified**
- **EPP Annual Report**

Conference Highlights

- **Making Your Case – April 9th, 8:00 – 9:00 am & 1:15 – 2:15 pm**
- **Understanding CAEP Fees – April 9th, 8:00 – 9:00 am**
- **Optional Early Instrument Evaluation – April 9th, 9:15 – 10:15 am**
- **Using the Feedback Option – April 9th, 1:15 – 2:15 pm**
- **Tagging & Aligning Evidence – April 9th, 3:45 – 4:45 pm**
- **Understanding Program Review Options – April 10th, 9:45 – 10:45 am**
- **Standard Sessions (101) – General Overviews**
- **Standard Sessions (201) – Workshops on Standard Application**

Engaged FEEDBACK is vital to CAEP.

You will have an opportunity to complete a survey on pre-conference workshops.

This survey will be sent via email later on today.

We encourage your participation.

Thank you!