



Council for the  
Accreditation of  
Educator Preparation

# Update on CAEP Accreditation and Scope of Advanced Level Standards

Stevie Chepko, Sr. VP for Accreditation  
Stevie.chepko@caepnet.org

# Culture of Evidence

- **EPPs intentionally and purposefully select evidence that documents a standard is met**
  - Not a compliance model
  - Not a checklist
- **CAEP seeks to partner with EPPs in creating a culture of evidence -**
  - That encourages and allows for innovation
  - That ask and answers important questions
- **Test assumptions about EPPs effectiveness**
  - Through data collection and analyzes
  - Using assessments that have been validated and field tested
  - Ensuring the reliability of the data
  - Demonstrating that data have been used appropriately and support conclusions

# Standard by Standard Buckets of Evidence

- Think of each standard as a bucket
  - EPPs drop (validity) evidence in the bucket specific to the standard
    - Requires multiple data points for each standard
    - Addresses each component, but EPPs do not have to “meet” each component
    - Having an identified weakness in an area or component is NOT a bad thing
      - How have you use the data to determine that weakness?
      - What are you next steps to address that area of weakness?

# First Category of Evidences for Submission – EPP created Assessments

- Upload any protocols associated with the assessment
- Upload the assessment and the rubric used with the assessment if applicable
  - Includes such evidence as surveys (exit, employers, in-service, etc.)
  - Includes any EPP created assessments such as observation instruments, work samples, lesson or unit plans, etc.
- Upload data charts for each submitted assessment
- Narrative on how validity was established
- Narrative on how reliability has been or will be established

# Second Category of Evidence – Other forms of Evidence

- Evidence that is not data related or collected using an instrument of some kind
  - Minutes from meetings
  - MOU on Partnerships with PDS
  - Requirements for various entry points into the program
  - Portions of student teaching handbook
  - Catalogue information
  - Narrative data from focus groups
  - Other types of narrative data

# Third Category of Evidence – Proprietary Assessments

- Proprietary Assessments
  - Assessments where an outside agency or company holds the copyright on the assessment
    - State licensure exams
    - edTPA, PPAT, VAM, etc.
    - Other national assessments including surveys
  - For proprietary assessments, EPPs submit the data from the assessment
    - Report any validity or reliability data on the assessment provided by the agency or company
    - Data must be aligned to standard/component

# Fourth Category of Data – EPPs Plans

- Any plans submitted by EPPs as evidence during the transition phase-in period
  - For Early Adopters, this includes how the feedback will be used from the Optional 3 year out review
  - Applies to Component 1.4 under Standard 1
- Fifth Category of Data – State requirements
  - Only applies to EPPs in states that allow the Program review with Feedback Option
  - Reviewed by the state representative on the visitor team

# Summary Analysis

- For each standard, EPP completes a summary analysis based on the evidence presented
  - Reviewers determine if the standard is met based on the preponderance of evidence presented.
  - All components must be addresses, but not all components have to be met.
  - There can be weaknesses in evidence for component(s), but overall the standard was met
  - Decision is made on the overall strength of the evidence and not individual components



# Making the Case – for all Components and Standards

- Criteria for Making the Case
  - Information is provided from several sources and documents completer proficiencies in content knowledge and pedagogical skills
  - Grades, scores, pass rates and other data are analyzed
  - Differences and similarities across licensure areas, comparisons over time, and demographical data are examined
  - Appropriate interpretations and conclusions are reached
  - Trends or patterns are identified that suggest need for preparation modification
  - Based on the analysis of data, planned or completed actions for change are described

# Formative Review and Site Visits

- Initial Preparation and Advanced Level Standards
  - Single self study
  - Template includes text boxes specific to each level (initial and advanced)
  - Separate evidence rooms for each level
  - Cross cutting themes of diversity and technology addressed only once
  - Standard 5 is answered only once for both levels
  - One comprehensive self study but two separate decisions
    - One decision at Initial Preparation Level
    - One decision at Advanced Level

# New CAEP Requirements and Changes

- Reviewers provide an analysis of the evidence in the self-study and not a summary of the evidence presented
  - EPPs must make their case to reviewers
  - Reviewers determine the strength of the evidence supporting the case made by the EPP
  - Reviewers do not make specific statements on if the standard is met – provide an analysis of the strength of the evidence for each standard
  - Cultural change for both EPPs and reviewers

# Role of Site Visitor – Analyzing Evidence

- **Quality**
- **Appropriateness**
- **Sufficiency**
- **Trends**
- **Gaps**
- **EPP Interpretations**

# Role of Site Visitor – Analyzing Evidence

- **Quality**

- Are EPP-created assessments producing quality data?
- What is the source of the evidence? Is it reliable?
- How were the data collected? Was there bias?
- Is the sample appropriate?
- Do the results exemplify standard expectations?

# Role of Site Visitor – Analyzing Evidence

- **Sufficiency and Appropriateness**

- Is the evidence appropriate for the standard/component?
- Are all components of the standard addressed?
- What is the preponderance of the evidence? – Do the positive factors outweigh the counter arguments?
- Is the evidence provided sufficient to satisfy the standard expectation?

# Role of Site Visitor – Analyzing Evidence

- **Trends**

- What are the trends over multiple data cycles?

- **Gaps**

- Is the evidence complete?
- Are there gaps in the data/evidence?
- What is missing or excluded in relation to the standard?

# Role of Site Visitor – Analyzing Evidence

- **EPP Interpretations of the Data and Evidence?**
  - What is the interpretation made by the EPP?
  - Are statements or conclusions supported by the data?
  - What caveats are there to interpreting the data?
  - Does the evidence support applying the interpretation to a larger scale?
  - Are broad generalizations using limited data avoided?
  - Does the EPP acknowledge and plan to correct weaknesses?
  - Does the EPP's case that the standard is met stand up to close scrutiny?





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## Scope of Advanced Level Programs

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[Stevie.chepko@caepnet.org](mailto:Stevie.chepko@caepnet.org)

# Sample of Types of Clinical Experiences at the Advanced level

- Advanced candidates could –
  - Use their own classrooms or schools for clinical or field experiences
  - Conduct action research projects using their own classrooms or schools
  - Conduct collaborative problem based projects with a school partner
  - Internships

# Assessing a Supportive Learning Environment

- Types of assessments that might be appropriate for the evaluation of a supportive learning environment
  - Surveys on climate (students/faculty/other school professionals)
  - Individualized learning plans
  - Evidence of data driven decision-making
  - Dispositional assessments
  - Authentic problem based project

# Possible Common Assessments at Advanced Level

- Content Specific
  - National/State/Professional Standards (when available)
  - Specialized exam (if available)
  - Grades (disaggregated by advanced level program)
- Authentic Demonstration of Problems of Practice
  - Field, clinical, practicum, or internship
  - Outcome based Portfolio
  - Capstone Project
  - Action Research Project

# Possible Common Assessments at Advanced Level (cont.)

- Regular and systematic data collection from graduates and employers
  - Survey
  - Structured focus groups
  - Interviews
  - Document analysis

# Scope of Advanced Level Submissions

- Advanced level programs to be submitted for CAEP review include **any** of the following:
  - If the intent of the advanced program is to develop P-12 teachers or other school professionals for employment in P-12 schools/districts.
  - Over 50% of the enrollees in the program are teachers or other school professionals in P-12 schools/districts.
  - Any M.Ed; M.S.; M.A.; Ed.D.; or Ph.D. Program specific to P-12 school districts (e.g., reading specialists, school librarians, school psychologists, school administrators, etc.)

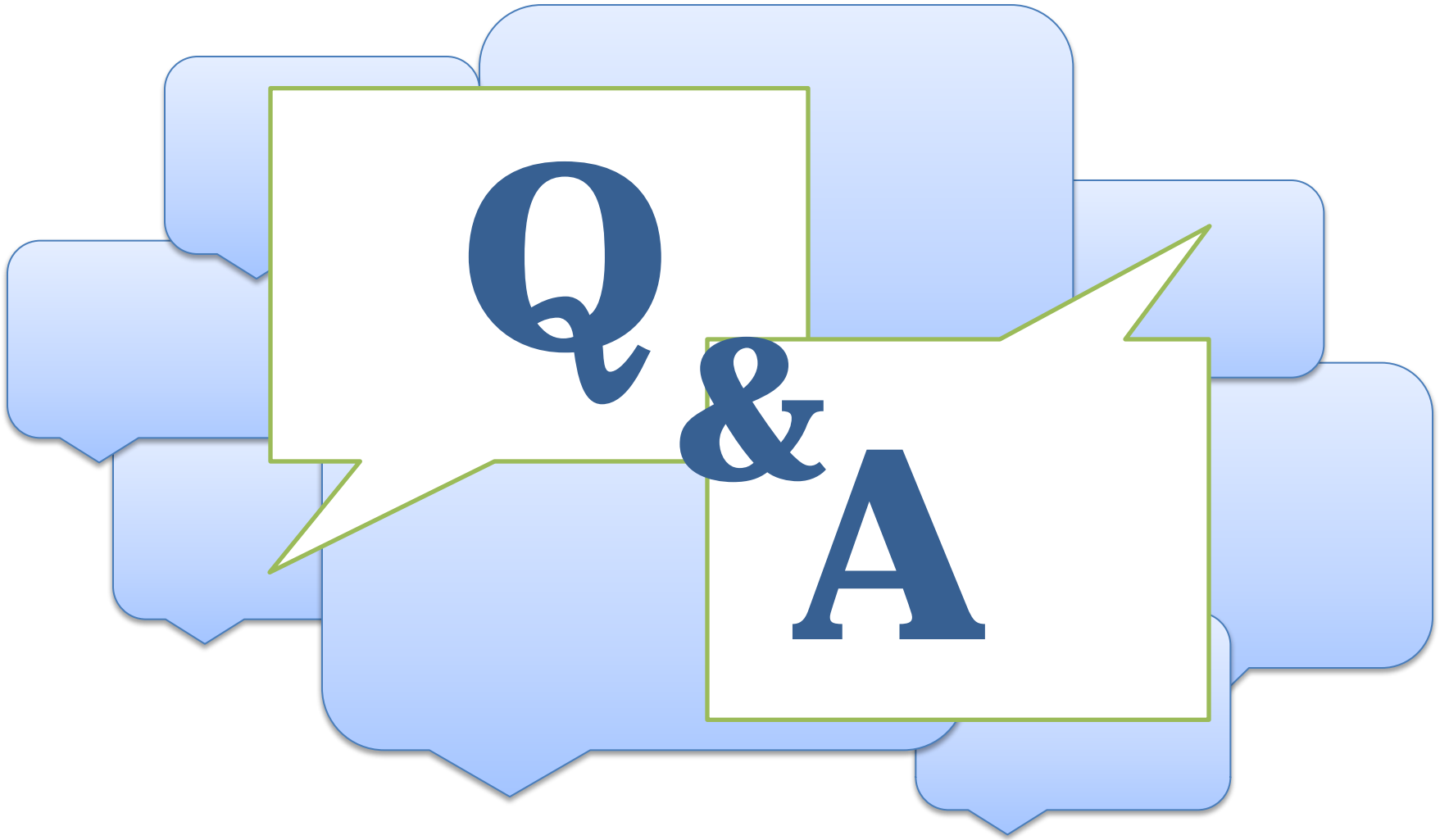
# Scope of Advanced Level Submissions (cont.)

- Advanced level programs that are designed to further the knowledge and skills of P-12 teachers and/or other school professionals such as curriculum and instruction, educational technology, etc.
- Any track, endorsement or “add on” program would be reviewed under component 1.1 and only require that EPPs submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.

# Scope of Advanced Level Submissions (cont.)

- Advanced level programs that will not be reviewed by CAEP:
  - Advanced degree programs specific to content areas such as an M.S. or M.A. in mathematics, history, etc.
  - Educational leadership programs not specific to the preparation of other school professionals for P-12 schools/districts
  - Other advanced level programs already approved by another national accreditor recognized by either CHEA or USDE.
- Form is available on website for exemptions for Advanced level programs





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