



Council for the
Accreditation of
Educator Preparation

Measures of Teacher Impact on P-12 Students Standard 4

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Standard 4: Completer Impact

- The provider:
 - **Demonstrates the impact of its completers** on P-12 student learning and development, classroom instruction, and schools,
 - **And the satisfaction** of its completers with the relevance and effectiveness of their preparation.

General Rules for Standard 4

- At least **three (3) cycles of data** are required. If a revised assessment is submitted with less than three (3) cycles of data, data from the original assessment should be submitted.
- Cycles of data must be **sequential** and be the **latest available**.
- EPP created assessments should be **scored at the minimal level of sufficiency** using the CAEP Assessment Rubric
- **All components for Standard 4 must be met.**
- All phase-in requirements are met.

Component 4.1: The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures should include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

FOR EPPs THAT HAVE ACCESS TO OR LOCATED IN STATES THAT PROVIDE STUDENT-LEARNING GROWTH DATA

<u>Types of Evidence</u>	<u>Minimal Level of Sufficiency</u>
Value-added modeling Student-growth percentiles Student learning State supported measures linked with teacher data	<ul style="list-style-type: none">• One or more measures of state-provided impact data are provided for completers• Analysis & interpretation of evidence are aligned to component & conclusions are supported with data• Context & description of the source of P-12 learning data are provided• Description & explanation are provided on the representativeness of the data

Familiarity with State Provided Data (if the EPP has state data)

- Consider the following -
 - Proportion of the provider's completers for whom P-12 student growth measures are available
 - Level of state disaggregation of data for specific preparation fields
 - Number of years associated completer's performance
 - State criteria used to establish the minimum number of completers for whom data are provided
 - Level of context provided by states for completer data (degree of attrition, high-need schools, etc.)

Component 4.1: The provider documents, using multiple measures, that program completers contribute to an **expected level of student-learning growth**. Multiple measures should include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

FOR EPPs THAT DO NOT HAVE ACCESS TO STUDENT-LEARNING GROWTH DATA

<u>Types of Evidence</u>	<u>Minimal Level of Sufficiency</u>
<p>Provider-conducted case studies of completers</p> <p>Completer-conducted action research</p> <p>Partnerships with individual school districts</p> <p>Use of focus groups, in-depth interviews, learning communities, blogs, electronic journals, videos, and others</p>	<ul style="list-style-type: none"> • At least one measure of impact data, utilizing research-based methodology, from a purposive sample of candidates • Analysis & interpretation of evidence are aligned to component & conclusions are supported with data (qualitative and/or quantitative) • Context & description of the source of P-12 learning data are provided • Description & explanation are provided on the representativeness of data

Component 4.1

No State Data Available

- Standard 4 requires impact data, but does not require statewide data
 - Learning objectives to measure student growth (individual completers)
 - May vary from school to school or district to district
 - Use of multiple and varied measures provides a rich picture of completers' teaching effectiveness
 - EPPs with differing measures can contextualize results across completers and licensure areas
 - CAEP is aware that evidence from EPPs in states not providing student impact data will have limitations. The focus needs to be on what EPPs will learn from completers they follow into the field.

Component 4.1

No State Data Available

- Other options available
 - Teacher-linked P-12 student learning data from selected school districts or individual schools
 - Purposive sample of completers (group of completers representing various licensure areas)
 - Need to be explicit about the sample being used
 - Case study or action research study
 - Student impact data could be aligned with teacher goals
 - Pre and post assessments could be used in lieu of state data
 - Multiple sources of impact data could be used (quantitative and qualitative)
 - Narrative data analyzed using a research-based methodology

Component 4.1

No State Data Available

- EPPs could form coalitions
 - Work with selected schools/districts to gather student growth data for multiple EPPs
 - Data are share across members of the coalition
 - Could include such things as observations, interviews, blogs, hosting focus groups, student surveys, etc.
- **Examples from the field –**
 - One EPP is working with a district as part of the new teacher induction process
 - Will follow all new teachers in the district
 - Will allow the EPP to make comparisons with other new teachers as well as their completers

Component 4.1

No State Data Available

- **Examples from the field -**
 - EPP completed a case study specific to teaching strategies taught by the EPP to examine how effective candidates are implementing these teaching strategies
 - Pilot with two completers
 - Focus was on “Question Chains in Classroom Discourse”
 - Plan is to increase the number of completers in the study
 - Add other teaching strategies
 - Will collect impact data in addition to narrative
 - As the EPP noted:
“This experience has really served to open our eyes to the possibilities that exist in the absence of state generated data.” Nancy Wellenzohn at Canisius College

Component 4.1

No State Data Available

- **More examples from the field –**
 - Several EPPs are completing case studies with a small sample of completers
 - Collecting data from teacher created assessments
 - Using other measures of teacher effectiveness including observations (virtual and live)
 - Interviews (virtual and face to face)
 - Several EPPs are using virtual environments for the case study approach
 - Reflective journals/blogs
 - Virtual meetings via Skype or GOTO meetings
 - Learning communities with other first year completers

Component 4.2: The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Many of the same examples to be found for component 4.1 would apply to component 4.2 when state data are not available

Types of Evidence

Student surveys completed for sample of completers
Completer observations by EPPs or induction mentor (face to face or virtual)
School based observations
Observations completed by coalition members and shared

Minimal Level of Sufficiency

- Observations and/or student survey assessments measure the application of professional knowledge, skills, and dispositions with teaching effectiveness and/or P-12 student learning (state data or sample of completers by EPP)
- Student survey return rates were at an acceptable level and inclusive of most licensure areas
- Validity descriptions were appropriate and specific types of validity identified
- Interpretation of data were valid and supported by results

Component 4.3: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with completers' preparation for their assigned responsibilities in working with P-12 students.

Types of Evidence

- Employer satisfaction surveys (include instrument sampling, response rates, timing)
- Employer satisfaction interviews (include population represented, response rates, instrument content, timing)
- Employer satisfaction focus groups (include population represented, response rates, instrument content, timing)
- Employer satisfaction case studies (include description of methodology)

Minimal Level of Sufficiency

- Evidence employers perceive completers' preparation was sufficient for their job responsibilities
- Appropriate provider analysis and interpretation of results
- A system for the analysis, evaluation, and interpretation of data was described and conclusions were supported by the data
- Documentation is provided that the
 - System was identified for gathering data
 - Adequate response rates (20% or more) were achieved
 - Description was provided on the representativeness of the sample
 - Data specific to high need schools
 - Data specific to licensure areas were provided
 - Comparison points for data were provided
- Employment milestones including promotion, employment trajectory, and retention were provided for at least some completers and were analyzed appropriately
- For all narrative evidence, a research-based methodology was used for analysis

Component 4.4: *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Types of Evidence

- Completer satisfaction surveys (include instrument, sampling, response rates, timing)
- Completer satisfaction interviews (include population represented, response rates, instrument content, timing)
- Provider focus groups of employers (include population represented, response rates, instrument content, timing)
- Completer satisfaction case studies (include methodology)

Minimal Level of Sufficiency

- Evidence completers perceive their preparation was sufficient for their job responsibilities
- Appropriate provider analysis and interpretation of results
- Adequate and representative sample reflected in response
- Adequate response rates (20% or more) were achieved
- Analysis and interpretation of data are aligned with the intent of the standard/component and conclusions are supported by the data

Changes to Phase-In for Standard 4

The EPP develops an evidence plan to guide their accumulation of data documenting all components of Standard 4, drawing on state or district sources and their own:

- **Evidence plans** fro 2016 or 2017 – EPP develops an evidence plan for components of the Standard
 - Plans indicate successive movement toward relevant evidence that will document all components by 2018
 - There must be at least one data point by 2018
 - Plans indicate how content validity of the measures will be determined (“content validity” refers to the alignment of the assessment content with the Standard)
- **Self study** – plans with data are incorporated into self-study in 2017 and 2018
 - EPPs provide analyses, interpretations and documentation on how results are used fro program improvement
- **Site visitors** – review evidence plans as well as data collected by the time of the visit. Areas for improvement and stipulations will be noted.

Changes to Phase-In for Standard 4 (cont.)

- **Follow up –**
 - After the final accreditation decision, EPPs will report data specific to Standard 4 in the next three annual reports
- CAEP would phase-in the requirement in CAEP Standard 4 that “all components” must be met
 - There will be at least some evidence for each component of the Standard. Some evidence is defined as at least one data point
 - The evidence must be relevant to the component – evidence is aligned with the standard
 - The Accreditation Council could rule that Standard 4 as a whole is met even though there are AFIs for one or more components

Classifying States/Using State Data

- **CAEP will work with states to describe their practices specific to Standard 4 and CAEP will -**
 - Classify states based on their practices
 - Reviewers will have copies of the state specific practices to guide the review process
 - Classifications will ensure that all EPPs in the state are subject to the same CAEP transition guidelines
- **When relevant state or district data are shared with EPP –**
 - Shared state data will be accepted by CAEP that the component is met (even if state data is limited or incomplete)
 - EPP must present all state or district data together with the analysis, interpretation and documentation of use of results

Advanced Level Standard A.4

- **Standard A.4: Satisfaction with preparation**--*The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.*

- **SATISFACTION OF EMPLOYERS**

- A.4.1. *The provider demonstrates that employers are satisfied with the completers' preparation and that completers reach employment milestones such as promotion and retention.*

- **SATISFACTION OF COMPLETERS**

- A.4.2 *The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Advanced Level – Component A.4.1

- Types of Measures
- Providers submit at least three cycles of data on employer satisfaction with completers' preparation from evidence such as the following:
 - Employer satisfaction surveys (include instrument sampling, response rates, timing)
 - Employer satisfaction interviews (include population represented, response rates, instrument content, timing)
 - Employer satisfaction focus groups (include population represented, response rates, instrument content, timing)
 - Employer satisfaction case studies (include description of methodology).

A.4.1 – Minimal Level of Sufficiency

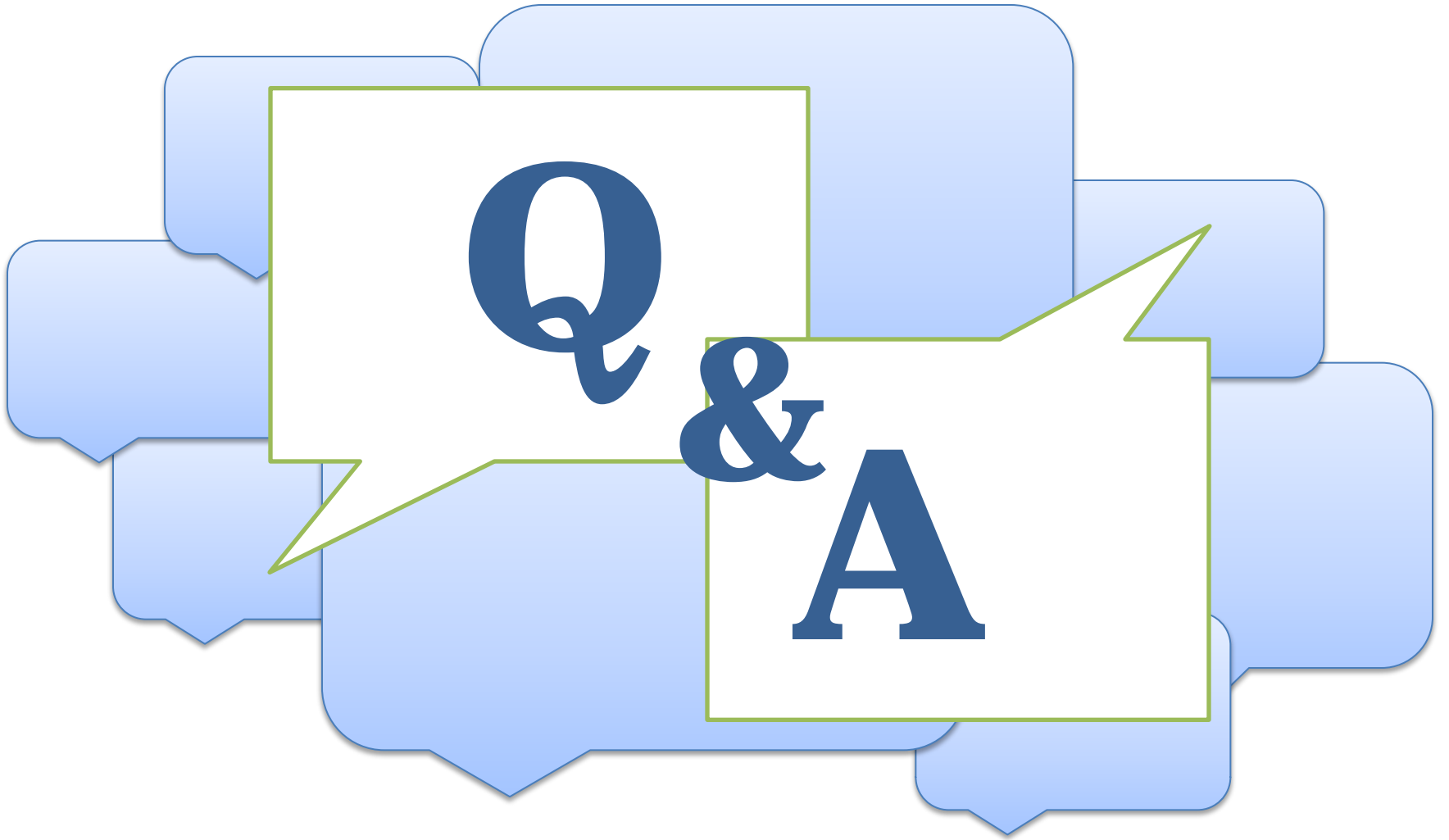
- All general rules for the Standard 4 are met.
- Provider submits evidence that employers perceive completers' preparation was sufficient for their job responsibilities.
- Provider includes appropriate analysis and interpretation of results.
- Provider describes a system for the analysis, evaluation, and interpretation of data and conclusions are supported by data.
- Provider documentation includes:
 - a description of the system for gathering data
 - adequate response rates (20% or more)
 - a description of the representativeness or purposiveness of the sample
 - data specific to high need schools
 - data specific to specialty field
 - comparison points for data.
- Provider submits documentation of employment milestones, including promotion, employment trajectory, and retention for at least some completers and conducts appropriate analysis.

Advanced Level – Component A.4.2

- Providers submit at least three cycles of data on completers' perception of their preparation as relevant to the responsibilities they confront on the job:
 - Completer satisfaction surveys (include instrument, sampling, response rates, timing)
 - Completer satisfaction interviews (include population represented, response rates, instrument content, timing)
 - Provider focus groups of employers (include population represented, response rates, instrument content, timing)
 - Completer satisfaction case studies (include methodology)

A.4.2 – Minimal Level of Sufficiency

- The provider includes the following documented evidence:
 - All general rules for the Standard 4 are met.
 - Provider submits evidence that completers perceive their preparation was sufficient for their job responsibilities.
 - Provider includes appropriate analysis and interpretation of results.
 - Provider shows evidence of an adequate and representative sample reflected in responses.
 - Provider achieves an adequate response rate (20% or more).
 - Analysis and interpretation of data aligned with the intent of the standard/component.
 - Conclusions are supported by the data.



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**Council for the
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Standard 5

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Standard 5 –Only addressed once if EPP has both Initial & Advanced Levels

- **STANDARD 5:** *The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

General Rules for Standard 5

- **General Rules for Standard 5**
 - All phase-in requirements are met.
 - Components 5.3 and 5.4 are required.
 - *At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.*
 - Cycles of data must be sequential and be the latest available.
 - EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
 - All components must be addressed in the self study.

Component 5.1

- 5.1 *The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.*

Rubric 5.1

- All general rules for the Standard 5 are met.
- The provider uses evidence/data from a coherent set of multiple measures to inform, modify, and evaluate EPP's operational effectiveness.
- The provider submits evidence that it regularly reviews system operations and data.
- The provider evidence shows that the system has the capacity to collect, analyze, monitor, and report data/evidence on all 2013 CAEP Standards.
- Provider evidence documents that the system supports disaggregation of data by specialty licensure area and other dimensions (e.g., over time, by race/ethnicity, gender, etc.).
- Provider evidence shows that the system supports the ability to monitor operational effectiveness (e.g., setting program priorities and data tracking).
- The provider documents evidence of appropriate access and use by a variety of users for various purposes.

Component 5.2

- 5.2 *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

Rubric 5.2

- All general rules for the Standard 5 are met.
- At least 50% of EPP created assessments used in the quality assurance system are scored at the minimal level of sufficiency as defined by the CAEP Assessment Evaluation Rubric.
- Documentation that EPP-created assessments (except for surveys) have -
- established content validity, and
 - inter-rater reliability or agreement is at .80 or 80% or above (except for surveys)
 - for surveys, questions align to standards.
- Provider document that evidence (as defined in the *CAEP Evidence Guide*) is characterized by the following attributes:
 - relevant (related to standard)
 - verifiable (accuracy of sample)
 - representative (specificity on sample characteristics)
 - cumulative (generally 3 cycles or more), and
 - actionable (in a form to guide program improvement).
- Provider documents that interpretations of evidence are consistent, accurate, and supported by data/evidence.

Component 5.3

- **5.3 Required Component:**
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.

Rubric 5.3

- All general rules for the Standard 5 are met.
- The provider documents that it regularly and systematically
 - reviews quality assurance system data,
 - identifies patterns across preparation programs (both strengths and weaknesses),
 - uses data/evidence for continuous improvement, and
 - tests innovations.
- Most (80% or more) change and program modifications are linked back to evidence/data with specific examples provided
- Evidence/data from Standards 1 through 4 are cited and applied.
- The provider documents explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion.
- The provider documents evidence that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students.

Component 5.4

- **5.4 Required Component:** 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.

Rubric 5.4

- All general rules for the Standard 5 are met.
- CAEP's outcome and impact measures are systematically monitored and reported together with
 - relevant analysis of trends
 - comparisons with benchmarks
 - evidence of corresponding resource allocations, and
 - alignment of results to future directions anticipated.
- Evidence that the eight (8) annual outcome and impact measures and their trends are posted on the EPP website and in other ways widely shared.
- Program changes and modifications are linked to EPP's own evidence/data for topics described in the eight (8) annual measures.

Component 5.5

- 5.5 *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

Rubric 5.5

- All general rules for the Standard 5 are met.
- Provider documents specific evidence of diverse stakeholder involvement through multiple sources in each of the following areas:
 - decision-making,
 - program evaluation, and
 - selection and implementation of changes for improvement.
- EPP identifies at least two examples of input from stakeholders and use of that input.