

# STANDARD 4

PROGRAM IMPACT

**GLEND A BREAU X, Ph.D.**

**DIRECTOR OF ACCREDITATION**

[glenda.breaux@caepnet.org](mailto:glenda.breaux@caepnet.org)



St. Louis, Missouri  
March 2017

# SESSION OVERVIEW

---

- This session will focus on the key language and intent of CAEP Standard 4 and its components.
- Content will reference the evidence sufficiency criteria and evidence evaluation exercise (handouts).
- The CAEP Standards for Advanced-Level Programs are not covered in this presentation.
  - Please attend the session dedicated to those standards or access the presentation materials for guidance.

# STANDARD 4: PROGRAM 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.
  - This standard must be met to be **fully** accredited.
  - Consider: What evidence do you have that would demonstrate graduates' impact, effectiveness, and satisfaction? What research methodologies could you feasibly employ to gain such information?

# SUGGESTED EVIDENCE: IMPACT ON LEARNING

---

- Direct measures of student learning and development
  - Addresses diverse subjects and grades
- P-12 impact or growth data from state teacher evaluations (if available)
  
- If state data are not available:
  - Teacher-linked student assessments from districts
  - Classroom-based research (e.g., action research, case studies)

# EPPs that have access to data from states about completer impact should:

---

- Describe data sources and model/formula
- Describe EPP's analysis and evaluation the information
- Interpret data and judge implications
  
- If validity cannot be credibly established for state sources, supplement with other valid evidence.

# EPPs that do not have access to data from states about completer impact can:

---

- Select a sample of completers (tested and non-tested subject areas)
- Collect their students' assessment data or pre-post learning data
- Collect individual teacher evaluations that assess impact on student learning

# SUGGESTED EVIDENCE: CLASSROOM INSTRUCTION

---

- Teaching Observations
  - Aligned to the 4 InTASC categories
  - Aligned to state standards for teachers / local teacher evaluation framework
- P-12 Student Surveys
  - Aligned to the InTASC categories
  - Corroboration for observation/evaluation data
- Employer Surveys/Interviews
  - Aligned to the InTASC Standards
  - Corroboration for observation/evaluation data

# SUGGESTED EVIDENCE: SATISFACTION

---

- Completer Surveys/Interviews
  - Aligned to the InTASC Standards
  - Aligned to state standards for teachers / local teacher evaluation framework
  - Can triangulate with observation/evaluation, survey, and impact data
- Employer Surveys/Interviews
  - Aligned to the InTASC Standards
  - Corroboration for observation/evaluation and data

# EVIDENCE SUFFICIENCY: RESOURCES

## CONSULT:

---

- Assessment Sufficiency Criteria
  - [CAEP Evaluation Framework for EPP-Created Assessments](#)
  - Handout: Evidence Evaluation Exercise
- Evidence Sufficiency Criteria
  - Evaluation Criteria for Self-Study Evidence - Standard 4
  - [CAEP Guidelines for Plans](#) for phase-in plan content
    - 2016-2017 SSRs can present plan with progress data
    - Site visits in F18 and beyond are not eligible for phase-in

# EVIDENCE SUFFICIENCY: GENERAL RULES

## STANDARD 4

---

- All components of each standard are addressed
- At least three cycles of data
  - Sequential and most recent available
- Results disaggregated by licensure area (when appropriate)
  - Also for main and branch campuses, on site and online programs (if applicable)
- EPP-created assessments meet CAEP's assessment sufficiency criteria

# EVIDENCE SUFFICIENCY: SPECIAL RULES

## STANDARD 4

---

- All components for Standard 4 must be met for the standard to be considered met.
- All data are from/about completers (in-service)
- All phase-in requirements are met.
  - Site visits in Academic Year 2017-2018 can present plan along with progress data
  - Site visits in F18 and beyond are not eligible for phase-in

# COMPONENT 4.1: KEY LANGUAGE

## REQUIRED COMPONENT:

---

- The provider documents, using **multiple measures, that program completers contribute** to an expected level of **student-learning growth**. Multiple measures shall 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.
- Consider: What evidence do you have that would demonstrate graduates' impact on P-12 student learning? What research methodologies could you feasibly employ to gain such information?

# EVIDENCE SUFFICIENCY CRITERIA, 4.1

## SUFFICIENT EVIDENCE

---

- Presents multiple measures showing positive impact on student learning
  - One or more state-provided or two or more EPP-generated
    - From a representative or purposive sample of graduates 1-3 years post-exit
    - EPP-generated data utilizes research-based methodology( e.g., cases study, action research)
- Describes the measures and context
- Describes representativeness of sample/data
- Analyzes data and interprets results appropriately
- Conclusions are supported by results

# COMPONENT 4.2: KEY LANGUAGE

## REQUIRED COMPONENT:

---

- 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.
- Consider: What evidence do you have (beyond measures of P-12 student learning) that would demonstrate that your completers are effective teachers?

# EVIDENCE SUFFICIENCY CRITERIA, 4.2

## SUFFICIENT EVIDENCE

---

- Measures classroom-based demonstration of professional knowledge, skills, and dispositions (e.g., InTASC, state/district teacher performance standards)
  - Utilizing structured and validated teaching observation tools and/or P-12 student surveys
  - Utilizing a representative sample that covers most licensure areas
  - Obtaining survey return rates of 20% or higher
- Analyzes data and interprets results appropriately
- Conclusions are supported by results

# COMPONENT 4.3: KEY LANGUAGE

## REQUIRED COMPONENT:

---

- 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 the completers' preparation for their assigned responsibilities in working with P-12 students.
- Consider: What evidence do you have that would demonstrate that employers are satisfied with the professional knowledge, skills, and dispositions of your program graduates who are working at their location?

# EVIDENCE SUFFICIENCY CRITERIA, 4.3

## SUFFICIENT EVIDENCE

---

- Shows that employers perceive completers' preparation was sufficient for their job responsibilities and attainment of employment milestones (e.g., retention)
  - Utilizing valid and reliable measures
  - Obtaining response rates of 20% or higher
- Describes representativeness of sample/data for licensure areas
- Discusses satisfaction patterns with respect to employment contexts (e.g., shortage fields, hard-to-staff schools, schooling level, school demographics)
- Data analysis is appropriate and conclusions are supported by data

# COMPONENT 4.4: KEY LANGUAGE

## REQUIRED COMPONENT:

---

- 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**.
- Consider: What evidence do you have that would demonstrate your program graduates are satisfied with how well the program prepared them for their job?

# EVIDENCE SUFFICIENCY CRITERIA, 4.4

## SUFFICIENT EVIDENCE

---

- Shows that completers perceive their preparation was sufficient for their job responsibilities and was effective
  - Utilizing valid and reliable measures
  - Obtaining response rates of 20% or higher
- Describes representativeness of sample/data for licensure areas
- Discusses satisfaction patterns with respect to employment contexts (e.g., shortage fields, hard-to-staff schools, schooling level, school demographics)
- Data analysis is appropriate and conclusions are supported by data

# POTENTIAL ISSUES: STANDARD 4

## AREAS FOR IMPROVEMENT (AFIs) MAY BE CITED WHEN

---

- Instrument Quality is Poor:
  - EPP-created assessments used to collect Standard 4 data have significant deficiencies with respect to CAEP's assessment evaluation framework
  - Phase-In Plans for one or more components do not meet CAEP's guidelines for plans
- Evidence Quantity is Limited:
  - Less than three cycles of data are provided
  - Less than one cycle of phase-in data collected by calendar 2018
- Case is Weak:
  - Gaps or inconsistencies in the coherence of the EPP's case that it meets the standard
  - Interpretations of evidence are not well grounded in the provided evidence
  - Inaccuracies found when comparing original data to reported results

# POTENTIAL ISSUES: STANDARD 4

## STIPULATIONS MAY BE CITED WHEN

- Evidence Quality is Low
  - Significant aspects of the standard are not addressed by relevant measures
  - A component is omitted or addressed very superficially
  - Data for a component are not a direct measure of key language
  - No efforts to ensure validity of evidence and/or no information on representativeness of the data
- Case is Weak
  - There is no significant analysis of evidence or interpretation of results
  - EPP cannot speak on CAEP's impact indicators for completers employed in positions for which they were prepared by the EPP

# POTENTIAL ISSUES: STANDARD 4

## **STANDARD 4 MAY BE DEEMED UNMET WHEN**

---

- A component of Standard 4 is not met
  - Omitted
  - Evidence insufficiency
- Two or more stipulations are cited in Standard 4
  - Within a component
  - Across components

**The Accreditation Council decides if AFIs or stipulations will be cited and whether standards are met or unmet**

