

Pre-CAEPCon



Novice | Tuesday, March 13 at 2:00 pm

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Kansas City, Missouri
March 2018

JOIN THE SESSION ON THE APP



- Follow along with the slides or handouts
- Send in questions through the "Ask a Question" feature on this session
 - Up-vote the questions of others if you would also like it answered

Welcome

- Chief executive and academic officers
(e.g., presidents, chancellors, provosts or vice presidents)
- Leads of the professional education provider (e.g., deans, directors, or chairs)
- Directors of clinical/laboratory/internship experiences or field experiences
- CAEP/accreditation coordinators at the institutions
- Faculty and administrators in education and other departments at the institution
- Internship supervisors, principals of P-12 schools where candidates complete field experiences
- Counselors and advisors to education candidates
- Individuals in charge of admissions in the EPP

PreCon Outcomes...

- About the latest resource developments at CAEP
- The first steps of the accreditation process
- The CAEP accreditation procedures
- Reports' timeline
- Next steps to accreditation...

CAEP DEVELOPMENTS

Initial/Advanced Handbooks

Accreditation resources/materials

CAEP support

Latest Key Resource Developments

Accreditation Handbooks (at CAEPnet.org)

- Standard 5 placement
(Quality Assurance System, Data Quality, and Continuous Improvement)
- Emphasis on key concepts in standards and rigor of evidence to demonstrate case
- Evidence Tables are aligned *from EPP to site team to the Council*

Accreditation Resources/Materials in Accreditation Information Management System (AIMS)

- Educator Preparation Providers (EPPs) and Site Visitors (peer reviewers)

CAEP Standards for Advanced Programs

EPP- Self-Study Report (SSR)	Evidence Required for SSR
<i>Any site visit in F18 –S19, optional, no evidence for advanced-level standards included in self-study reports</i>	Initial Programs Advanced Programs (optional for CAEP)
<i>Any site visit in Fall of 2019 and beyond must include advanced level programs.</i>	Initial Programs Advanced Programs

Steps in the Accreditation Process

1. Applying to CAEP
2. Program Review options
3. Participants and reports
4. CAEP accreditation procedures

APPLYING TO CAEP

Phase I

Phase II

Applying to CAEP

- EPPs with NCATE or TEAC accreditation or any 'pre-accreditation' status do NOT have to apply to CAEP
- EPPs new to accreditation or that have lapsed accreditation must apply to CAEP

Phase I Application

- **Guide to Completing Phase I**
 - a. Application process-at-a-glance
 - b. Checklist for Preparing the Application to CAEP
 - c. Guidelines for Completing Phase I Application to CAEP
 - d. CAEP's Processing of the Application in Phase I

Receive AIMS access and an invoice!

Phase II Application

- **Guide to Completing Phase II**
 - a. The Characteristics and Capacity Tables
 - b. Readiness for Accreditation Self-Assessment Checklist
 - c. Composing the Rationale for Eligibility or Candidacy

EPPs can hold either status for 5 years

PROGRAM REVIEW OPTIONS

CAEP Program Review with National Recognition (SPAs)
CAEP Program Review with Feedback
State Program Review

Program Review

All EPPs seeking CAEP Accreditation must complete the program review process.

Program review is **part of the overall accreditation process** and occurs prior to the self-study report and on-site accreditation visit.

EPPs then use the results of program review as **evidence to meet CAEP standards**.

States select which options are available (*see your state agreement*)

Program Review Options

1. CAEP Program Review with National Recognition

- Specialized Professional Association (SPA) Standards
- SPA review teams trained by both the SPAs & CAEP

2. CAEP Program Review with Feedback

- State-selected standards
- Reviewed by site visitors

3. State Program Review

- State-selected standards
- State review team

Program Review Sessions

Program Review as Part of the CAEP Accreditation process- SPA Review with National Recognition, Wednesday, March 14, 2- 3 PM, Chicago B

Program Review as Part of the CAEP Accreditation process- CAEP Program Review with Feedback, Wednesday, March 14, 3:15- 4:15 PM, Chicago B

CAEP ACCREDITATION PARTICIPANTS/REPORTS

Self-Study Report/Self Study-Addendum (SSR) - EPP

Formative Feedback Report (FFR)/Site Visit Report (SVR) - SV

Review, recommend, and reach decision - AC

CAEP Accreditation - Participants

- **Educator Preparation Providers (EPPs)** - writes the Self-Study Report, SSR-Addendum, Factual correction, and Rejoinder
- **Lead/Site Visitors (SVs)** - Team that writes the Formative Feedback Report, Site Visit Report, and Response Rejoinder
- **Accreditation Council (AC)** - meets in October (for spring visits) and April (for fall visits) to review reports and evidence:
 - **Affirm** AFIs or Stipulations, if any, *recommendations from site team*
 - **Recommend** regarding standards, *met or not met*
 - **Reach** decision of accreditation

CAEP Accreditation - Reports

- **Self Study Report (SSR)**- Due to CAEP 9 months prior to visit (**EPP**)
- **Formative Feedback Report (FFR)**- Team has 6-8 weeks to submit after receiving SSR. (**Site Team**)
- **SSR Addendum**- EPP has 2 months after FFR is received (**EPP**)
- **Site Visit Report (SVR)**- Team submits within 2 weeks of Site Visit (**Site Team**)
- **Factual correction**- EPP submits any factual corrections (**EPP**)
- **Final SVR**- Submitted within 8-10 weeks of Site Visit (**Team Lead**)
- **Rejoinder**-EPP has 4 weeks after receiving Final SVR to respond (**EPP**)
- **Rejoinder response**- Team lead has 4 weeks after receipt of Rejoinder to respond (**Team Lead**)

- **Accreditation Information Management System (AIMS)**

CAEP ACCREDITATION PROCEDURES

Roles: EPP, Site Visitors, Accreditation Council, and CAEP

Accreditation – *Procedures*

EPP

- 18 months receive self-study shell, in AIMS
- 9 months before site visit EPP submits self-study report, in AIMS

Site Visitors

- 5 +/- months site team review, meets, and writes formative feedback report (FFR), in AIMS

Strategies for Addressing Standards

1. Collect the Evidence
2. Analyze the Evidence
3. Write about the Evidence

*Quality of **Good** Evidence:*

1. Validity
2. Reliability
3. Relevance
4. Representativeness
5. Fairness
6. Actionability

Accreditation – *Procedures*

EPP

- Submit response and supplemental evidence to formative feedback report
- Self study addendum, 60 days

Site Visitors

- Review self study addendum
- Prior to site visit

Strategies for Addressing Standards

1. Collect the Evidence
2. Analyze the Evidence
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*Quality of **Good** Evidence:*

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6. Actionability

Accreditation – *Procedures*

Site Visitors

- Formulate tasks for visit
- Recommend preliminary AFIs/Stips
- Team verifies evidence
- Team prepares site visit report *draft*

EPP

- Requested, pre-visit and/or formative feedback report
- Works with lead site visitor on site visit
- Schedule, interviews, observations, and on site evidence

Accreditation – *Procedures*

EPP

- Provider responds, on accuracy of site visit report *draft*, within 7 days
 - *Factual corrections*

Site Visitors

- Lead visitor receives *factual* corrections
- Affirms to site visit report, or reverses
- Response posted in AIMS, within 7 days

Accreditation – *Procedures*

EPP

- Rejoinder (optional), address
 - Adverse statements/reporting
 - Recommended AFIs or Stipulations

Site Visitors

- Lead Response to rejoinder
- Affirms to site visit report, or respond

Accreditation – *Procedures*

EPP

- Accreditation Council, Initial Review (Accreditation)
 - Attendance (optional)
 - Provider, Leads, and/or state representative attend meeting

CAEP

- Accreditation Council, Initial Review
 - Panel reviews documentation
 - **Affirm** AFIs or Stipulations, if any, *recommendations*
 - Recommendations regarding standards, met or not met

Accreditation – *Procedures*

EPP

- Joint Review (Accreditation)
 - *No action*

CAEP

- Joint Review (Accreditation)
 - Panel reviews documentation
 - **Accepts** Initial Review Panel *recommendation*, or revises
 - Recommendations regarding standards, met or not met

Accreditation – *Procedures*

EPP

- Accreditation Council, Decision (Accreditation)
 - *No action*

CAEP

- Accreditation Council, Decision (Accreditation)
 - Accreditation decision of provider
 - Accreditation Action Letters sent to EPP and State reps.

Accreditation – *Procedures*

EPP

- Public Announcement
 - Provider accepts or *appeals* CAEP's action, within 30 days
 - *Appeals*, adverse decision, denial or revocation of accreditation

CAEP

- Public Announcement
 - Communications Kit

Accreditation – *Procedures*

EPP

- Appeals Process
 - Submit an Appeals Petition
 - Initiates appeals process

CAEP

- Appeals Process
 - Decision, *if to deny or revoke accreditation*, provider appeals decision

Accreditation – *Procedures*

EPP

- Annual Report
 - Provider, faculty, submit annual reports in AIMS and fees to CAEP

CAEP

- Annual Report
 - Reports reviewed
 - Feedback provided

NEXT STEPS...

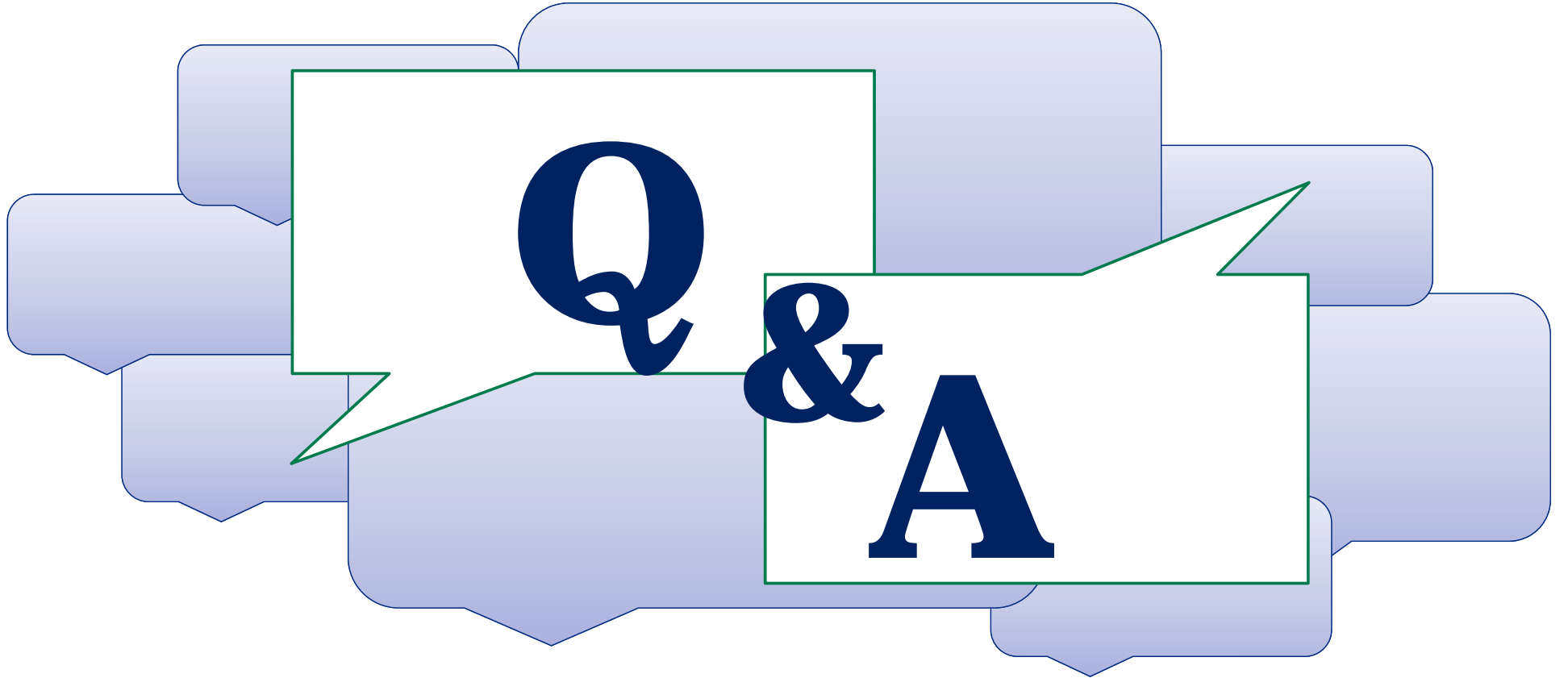
A variety of sessions to consider attending:



Novice Level

A place to start: Get a comprehensive overview

1. Application, Prep for Site Visit, Site Visit Fees, Handbook I/A, and/or Accreditation Council
2. Initial and Advanced Level Standards,
3. Mini-Workshop: **'Putting It All Together'**



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TELL US HOW TO IMPROVE FOR YOUR
NEXT CAEP CON

COMPLETE YOUR
SESSION
FEEDBACK





Pre-CAEPCON

Intermediate/Experienced | Tuesday, March 13 at 3:30 pm
(Repeated at 5:00 pm)

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CAEPCon Outcomes...

- About the latest resource developments at CAEP
- The CAEP Accreditation Procedures
 - program review, process/report timeline, initial and advanced level standards
- Program Review Options
- CAEP Accreditation Initial and Advanced
- Criteria/strategies for addressing CAEP standards
- Next steps to accreditation

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CAEP Support

Message Center/On-Call



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CAEP ACCREDITATION INITIAL AND ADVANCED

*Standards and Components
Cross-Cutting Themes*

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CAEP Standard 1/A.1

Content Knowledge and Pedagogical Knowledge

1.1
A.1.1

- *Candidate Knowledge, Skills, and Professional Dispositions*

1.2-1.5
A.1.2

- *Provider Responsibilities*

PROFESSIONAL DISPOSITION / PROFESSIONAL RESPONSIBILITIES

I - Consider: What evidence EPP has that would demonstrate proficiencies in the InTASC and specialty content areas referenced in component 1.3.

A - Consider: What evidence EPP has that would demonstrate proficiencies in the general skills referenced in component A.1.1 and specialty content areas.

CAEP Standard 2/A.2

Clinical Partnerships and Practice

2.1
A.2.1

- *Partnerships for Clinical Preparation*

2.2

- *Clinical Educators*

2.3
A.2.2

- *Clinical Experiences*

CLINICAL EXPERIENCES / PARTNERSHIPS

I/A - Consider: What evidence does EPP have that would demonstrate strong collaborative clinical preparations with the partnerships.

CAEP Standard 3/A.3

Candidate Quality, Recruitment, and Selectivity

3.1 A.3.1	<ul style="list-style-type: none">• <i>Recruitment/Admission of Diverse Candidates who Meet Employment Needs</i>
3.2 A.3.2	<ul style="list-style-type: none">• <i>Admission Standards Indicate That Candidates Have High Academic Achievement and Ability</i>
3.3	<ul style="list-style-type: none">• <i>Additional Selectivity Factors (non-academic)</i>
3.4 A.3.3	<ul style="list-style-type: none">• <i>Selectivity During Preparation (performance standards)</i>
3.5-3.6 A.3.4	<ul style="list-style-type: none">• <i>Selection At Completion (ready, not just finished)</i>

RECRUITMENT AND ADMISSION OF CANDIDATES

I/A - Consider: What evidence does EPP have that would demonstrate continuous and purposeful recruit, admit, monitor, and recommendation towards licensure of candidates from educator preparation programs.

CAEP Standard 4/A.4

Program Impact

4.1

- *Impact on P-12 Student Learning and Development*

4.2

- *Indicators of Teaching Effectiveness*

4.3
A.4.1

- *Satisfaction of Employers*

4.4
A.4.2

- *Satisfaction of Completers*

PROGRAM IMPACT

I/A - Consider: What evidence does EPP have that would demonstrate the outcomes of preparation indicating completers from licensure programs are impacting P-12 student learning and development?

CAEP Standard 5/A.5

Provider Quality Assurance and Continuous Improvement

5.1-5.2
A.5.1-A.5.2

- *Quality and Strategic Evaluation*

5.3-5.5
A.5.3-A.5.5

- *Continuous Improvement*

QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

I/A - Consider: What evidence EPP has that would demonstrate a comprehensive Quality Assurance System (QAS)?

I/A - Consider: How does EPP know that assessment system is adequate?

I/A - Consider: How does EPP know that programs' structure, content, policies, and practices support achievement of CAEP standards?

Cross-Cutting Themes

Embedded in Every Aspect of Educator Preparation

Coursework

- *Diversity*
- *Technology*

Fieldwork

- *Diversity*
- *Technology*

Interpersonal Interactions

- *Diversity*
- *Technology*

Bucket(s) of Evidence



Think of each standard as a bucket

- EPPs “drop” 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?

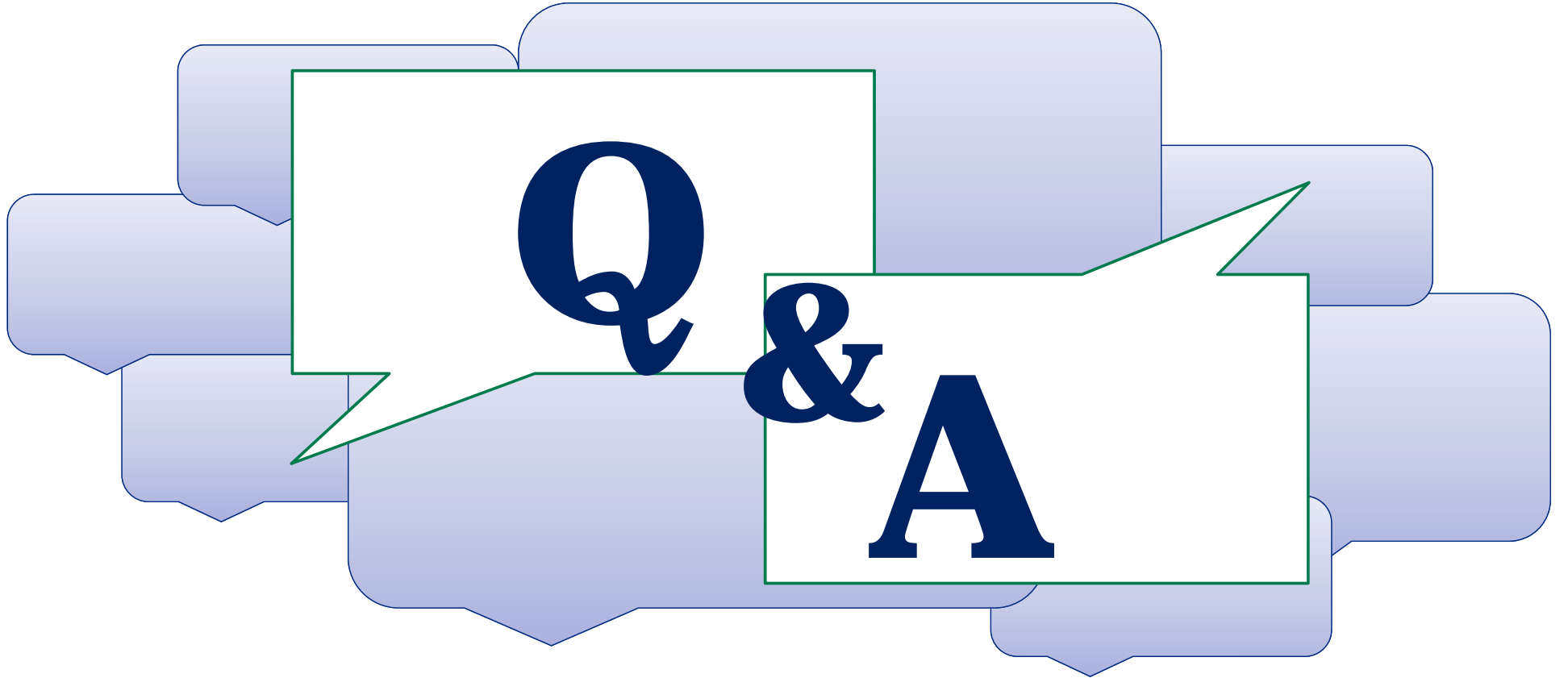
NEXT STEPS...

A variety of sessions to consider attending:

 **Intermediate/Advanced Level**

Dig a little deeper: Learn how the details work together

1. Application, Site Visit Costs, Handbooks I/A, and Accreditation Council
2. Initial and Advanced Level Standards, *jointly*
3. Mini-Workshops: **SSR 'How-To' / A³**



Q

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A

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