

## **CAEP GUIDELINES FOR PLANS**

### **PHASING IN ACCREDITATION EVIDENCE**

#### **INTRODUCTION**

CAEP's accreditation procedures include phase-in plans that allow educator preparation providers (EPPs) submitting self-study reports through calendar 2017 some additional time to collect the appropriate evidence/data. While these plans are in effect, CAEP's Site Visitors and accreditation reviews will accept them, together with any implementation steps that have occurred by the time of the site visit, as if they were evidence.

These *Guidelines for Plans* are to help EPPs understand CAEP's expectations for phase-in plans submitted during the transition period that begins in 2015. They provide additional detail on the CAEP Evidence Phase-In Schedule found in *CAEP Accreditation Manual – Version 2* (p. 83-84). These *Guidelines* also describe important aspects of the Site Visitors' investigation of plans as well as options that the Accreditation Council will consider in reaching accreditation decisions.

**What CAEP components can be addressed by plans?** Preparation providers take responsibility for identifying evidence to document their arguments that standards are met. Examples of various types of evidence for standards and components can be found in the *CAEP Accreditation Manual – Version 2* in Appendix A (p. 87-114). Plans and their implementation may be used as evidence to document aspects of educator preparation that were not typical of accreditation evidence prior to CAEP's 2013 standards. The following list is excerpted from the *CAEP Accreditation Manual*:

- 1.4, college and career ready preparation
- 2.1, clinical partnerships
- 2.2, clinical faculty
- 2.3, clinical experiences;
- 2.3, associating completer outcomes with clinical experiences
- 3.1, recruitment
- 3.2, selectivity criteria
- 3.2, alternative for use of different selectivity criteria
- 3.3, use of non-academic measures for candidate selectivity and development
- 3.4, candidate progress during preparation
- 3.6, professional and ethical preparation
- 4.1, P-12 student learning and development data
- 4.1, alternative where no P-12 student growth data are available
- 4.2, teacher observation evaluations and student perception surveys
- 4.3, employer satisfaction with preparation and employment persistence of completers
- 4.4, completer satisfaction with preparation
- 5.3, continuous improvement
- 5.3, testing innovations as part of Standard 5 continuous improvement
- 5.4, CAEP outcome measures: licensure, completion, placement, consumer information

#### **GUIDELINES**

These *Guidelines for Plans* describe: (1) EPP responsibilities when they prepare plans and use them as evidence in self-study reports; (2) guides for CAEP Site Visitors in reviewing phase-in plans; and (3) guides for Accreditation Council decisions that make use of phase-in plans as indicators of expected and initial data/evidence.

## **1. GUIDELINES FOR EDUCATOR PREPARATION PROVIDERS**

A phase-in plan describes an overall goal and design to gather evidence for continuous improvement and accreditation. Phase-in plans can be submitted as accreditation evidence through calendar 2017 and will be reviewed as evidence for CAEP accreditation purposes. Ideally, plans will be prepared in 2015 or early in 2016. Here are key attributes of the content of plans:

### **RELATIONSHIP TO STANDARD OR COMPONENT**

- An explicit link of the intended data/evidence to the standard or component it is meant to inform; self-studies will tag the evidence to the appropriate standard;
- A description of the content and objective of the data/evidence collection

### **TIMELINE AND RESOURCES**

- Detailing of strategies, steps and a schedule for collection through full implementation, and indication of what is to be available by the time the site visit;
- Specification of additional data/evidence that will become available in the calendar years following accreditation until completion of the phase-in plan steps.
- Reporting from at least one data collection by calendar 2018;
- A description of the personnel, technology and other resources available; institutional review board approvals, if appropriate; and EPP access to data compilation and analysis capability.

### **DATA QUALITY**

- A copy of the collection instrument if it is available, together with information called for in CAEP instrument review rubrics;
- Description of procedures to ensure that surveys and assessments reach level 3 or above on the CAEP assessment rubric;
- Steps that will be taken to attain a representative response, including: the actions to select and follow up a representative sample (or, a purposeful sample if that is appropriate for the data collection) and actions to ensure a high response rate;
- Steps to ensure content validity and to validate the interpretations made of the data;
- Steps to analyze and interpret the findings and make use of them for continuous improvement.

## **2. GUIDELINES FOR REVIEW BY SITE VISITORS**

Site Visitors review plans as if they were data. Their responsibility is to document the following:

### **RELATIONSHIP TO STANDARD OR COMPONENT**

- That there is a specific connection with provisions of a CAEP standard or a component;
- That the plan makes a compelling argument that the data/evidence would be an appropriate and strong measure for the standard or component.

### **TIMELINE AND RESOURCES**

- That any scheduled steps included in the plan prior to the site visit have actually occurred and are satisfactory. Site Visitors determine:
  - That arrangements made and data collected are consistent with specifications in the plan and/or that changes are appropriate to the circumstances;

- That available data have been interpreted and used for continuous improvement by the EPP in ways appropriate to the stage of implementation of the plan;
- That implementation steps and any available data suggest that the evidence compiled under the plan will be valid and sufficient for the intended purpose;
- That there will be at least one data collection that can be reported in calendar 2018;
- That the plan can realistically be accomplished within the resources available to the EPP (in terms of personnel, technology, access, or other resources).

#### DATA QUALITY

- That survey and assessment instruments included in plans are reviewed under the CAEP assessment rubric and Site Visitors judge whether those instruments are consistent with the CAEP level 3 rubric or above—e.g.;
  - That the instruments will provide information directly relevant to the standard or component, (if an assessment, it has content validity);
  - That the instruments use questions that are clear and unambiguous;
  - That the instruments are administered at a specified point during the preparation experiences that is appropriate for the standard or component being informed;
  - That the instruments are scored by evaluators who are trained in using the instrument.
- That any survey or assessment can reasonably be expected to achieve a representative response and have an appropriately high response rate;
- That the plan specifies appropriate measures to ensure quality of the planned data;
- That appropriate analyses will be conducted with the data/evidence and appropriate interpretations are likely to be made.

### 3. GUIDELINES FOR ACCREDITATION ACTION ON PHASE-IN PLANS

The CAEP Commissions make an initial cumulative review and determine the degree to which each standard and required component have been met, based on the preponderance of evidence and determine areas for improvement or stipulations. They make recommendations for the Accreditation Council. Using the phase-in plans along with any other EPP-provided evidence, results from the Site Visitors' review, and recommendations from the CAEP Commissions, the Accreditation Council makes the final accreditation decision.

- The Commission and Council actions occur as part of CAEP consideration of the cumulative evidence for each standard:
  - Review and analysis of the phase-in plan and any available data/evidence under the plan serve in place of data/evidence for the phase-in period;
- If deficiencies are found in the plans, instruments or implementation, there can be an area for improvement or stipulation—depending on severity:
  - If the particular measure is one of multiple measures under a standard, an area for improvement may be cited;
  - If the plan covers all the evidence for a particular component or standard, an area for improvement may be cited or a stipulation may be specified;
  - If the plan covers any one of the 7 mandated CAEP components, a deficiency will result in a stipulation. If the deficiency is severe, it may result in a standard not met.

Subsequent to Accreditation Council action, follow up annual EPP reports are required until the plan is fully implemented.