

The Readiness for Accreditation Self-Assessment Checklist

The EPP completes the checklist below to assess its readiness to provide evidence¹ in each of the key areas required to meet CAEP standards. The *Readiness for Accreditation Self-Assessment Checklist* supports the EPP in deciding whether to apply for accreditation eligibility or become a candidate for accreditation.

- **Accreditation eligibility** status is the appropriate starting point for EPPs that judge themselves to be ready to engage directly in an accreditation review and are confident that they will have sufficient evidence of meeting all five CAEP's standards within five years.
- **Candidacy for accreditation** status is the appropriate starting point for EPP's that opt to enter the developmental diagnostic process in order to ensure that they are better prepared to address all of CAEP's standards successfully in their accreditation bid.

Please consult the CAEP Standards and the CAEP Evidence Guide in conducting the self-assessment using the tables below. As you complete the self-assessment checklist, please bear in mind the following information on phasing in CAEP requirements under its new (2013) standards.

CAEP recognizes that the 2013 standards require, in some places, new evidence that has not been required or collected in the past. Accordingly, CAEP has created developmental expectations for EPPs with visits during the transition period (2014 and 2015) and for EPPs with visits in the first two years after the standards become required (those with visits in 2016 and 2017).

- ***EPPs with visits in 2014 and 2015*** may present plans in the self-study for collecting the required evidence and, once approved by the CAEP Accreditation Council, will present in their annual reports their progress in implementing these plans along the approved timeline.
- ***EPPs with visits in 2016 and 2017*** may also present plans in their self-study in lieu of unavailable data and in addition will be expected to provide evidence of implementation in their self-study.

EPPs which do not have access to state P-12 student learning data and EPPs that are supplementing state or district data with data on subjects or grades not covered should refer to the CAEP Evidence Guide.

In each case, site visitors will investigate the EPP's capacity to carry out and implement the plans with progress to-date.

In light of the preceding paragraphs, some data elements may be appropriately in the planning or development stage at the time of an initial site visit, per the schedule described above.

¹ Evidence is defined by CAEP as documentation, multiple and valid measures, and analysis provided as the basis for and proof of an educator preparation provider's (EPP) claims related to CAEP's standards.

To be ready to meet CAEP Standard 1:

Evidence to Show Candidate Knowledge of	Undeveloped	In Development	Developed
(1) The learner and learning			
(2) Content			
(3) Instructional practice			
(4) Professional responsibility			
At least two years of data on candidates' demonstrated, progressively developing proficiencies as described above will need to be available at the time of that the self-study is submitted for accreditation review.			

To be ready to meet CAEP Standard 2:

Requirement	Undeveloped	In Development	Developed
A detailed description of or plan for developing deep clinical partnerships.			
A table of clinical educator and clinical placement characteristics			
At least two years of data on candidates' progressively developing teaching skills, including impact on P-12 student learning as described above will need to be available at the time of that the self-study is submitted for accreditation review.			

To be ready to meet CAEP Standard 3:

Requirement	Undeveloped	In Development	Developed
A description of or plan for admissions selectivity criteria and recruitment.			

Two years of data on selectivity at admissions including grade point averages, standardized test scores and any non-academic factors.			
At least two years of data on selectivity at admission and at completion including capstone performances and the EPP's measures of impact on P-12 student learning as described above will need to be available at the time of that the self-study is submitted for accreditation review.			

To be ready to meet CAEP Standard 4:

Requirement	Undeveloped	In Development	Developed
Two years of data on completers' (not candidates'):			
(1) Impact on P-12 student learning			
(2) Teaching effectiveness			
Two years of survey data on:			
(1) Employer satisfaction			
(2) Completer satisfaction			
At least two years data as described above will need to be available at the time of that the self-study is submitted for accreditation review. That data will be updated annually by all accredited EPPs.			

To be ready to meet CAEP Standard 5:

Requirement	Undeveloped	In Development	Developed
A detailed description of regular and systematic assessment of:			
(1) The EPP's performance			

(2) Use of data for continuous improvement			
Two years of data related to:			
(1) The EPP's performance			
(2) Use of data for continuous improvement			
A description of measures of completers' (not candidates') impact on P-12 student learning			
At least two years of data as described above will need to be available at the time of that the self-study is submitted for accreditation review			

To be ready to meet CAEP Standards overall:

Requirement	Undeveloped	In Development	Developed
Evidence of the integration of diversity throughout all programs			
Evidence of the integration of technology throughout all programs			
Data across all standards that use/are:			
(1) Multiple measures			
(2) Comparable/benchmarked			
(3) Analyzed and shared			
(4) Used for improvement			
(5) Meet the criteria for quality			
<u>Ability to submit annual reporting data</u> in the eight designated categories, which include the four categories that appear in Standard 4 (above), as well as: 1. Graduation rates 2. Ability of completers to meet licensing (certification) and any additional state			

requirements			
3. Ability of completers to be hired in education positions for which they were prepared			
4. Student loan default rates and other consumer information			