



Council for the  
Accreditation of  
Educator Preparation

# CAEP Standard 4, Program Impact

10:30-11:30 AM Thursday, April 9

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# 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.

# The plan for this hour

- The Commission's "case" for Standard 4
- The main ideas of the standard
- Evidence in the 8 annual reporting measures
- A look at evidence for components
- Thinking about additional transition features

# The Commission's case

- High performance organizations and results
- Results for teacher preparation defined as the impact that completers have on the job
- Impact includes:
  - P-12 student learning
  - Effective teaching
  - Satisfaction with preparation
- Commission made use of such references as:
  - MET study
  - Baldrige criteria for high performance education organizations
  - Bryk, *Getting Ideas Into Action*; Ewell, *Recent Trends and Practices in Accreditation*

# The main ideas in Standard 4

NOTE: these are all about **in-service** performance

- Multi-dimensional measures of preparation impact
  - The ultimate measure of preparation success is that completers have a positive **impact on P-12 learning** (4.1)
  - Effectiveness of instruction can be measured through **observations of teachers** and through **student surveys** about their classroom experiences (4.2)
  - **Completer and employer satisfaction** with preparation:
    - can provide important feedback to EPPs if it is descriptive of knowledge and skills that were developed during preparation (4.3 and 4.4)
    - Persistence and employment milestones (4.3) are another indicator of employer satisfaction
- **All four must be met for full accreditation**

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# Phase in policy

Facing challenges and seizing opportunities

- **First transition years** (submit self-study report in **2014 and 2015**)
  - present plans (in self-study) and
  - progress toward implementation (in follow up annual reports)
- **Second transition years** (submit self-study report in **2016 and 2017**)
  - present plans and evidence of implementation (in self-study)
  - additional progress toward implementation (in follow up annual reports)
- **Evidence guidelines fully in place 2018>>>>>**

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# Evidence for Standard 4—the EPP annual report

- EPPs respond to CAEP’s January request for EPP annual reporting
  - All of the Standard 4 components are included in that request
  - CAEP aspires to develop standard reporting definitions over time
  - This year we asked for descriptions of the data that are available or that EPPs expect to be available within two years.
- Include trends in self-study report

# What should EPPs be readying for their self-study in addition to the 8 measures?

- State developments, privacy issues, USDoEd regulations will influence this. Examples:
  - **Teacher evaluations that include:**
    - “value added” or other measures of P-12 learning
    - structured observation measures judged with trained reviewers in standardized ways
    - Student experiences in the classroom and interactions with teachers
  - **Data collections that provide information about:**
    - Completer’s satisfaction with aspects of their preparation
    - Employer’s satisfaction with aspects of their teacher’s preparation and data on retention of teachers
  - **State data collections on preparation**

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# But not all states provide these data, and even where they do, the data may not include all of an EPP's completers

- **EPPs can:**

- conduct their own employer and completer surveys—as has often been the case up to now.
- collaborate with a local school district that has data from value added measures or structured teacher observation measures or from student surveys
- plan and undertake “case studies” to document the impacts that candidates have on P-12 students (see CAEP Evidence Guide, section 6.c, [https://caepnet.files.wordpress.com/2014/02/caep\\_evidence\\_guide1.pdf](https://caepnet.files.wordpress.com/2014/02/caep_evidence_guide1.pdf) )
- Follow completers into the classroom for teacher action research
- Collaborate with other EPPs to create greater capacity for these studies

# More on evidence for 4.1, impact on P-12 student learning

- See WORD file for this session
- What are your examples? How do you think about providing evidence for 4.1?

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# Comments and questions before we move to some transition ideas?

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# Transition ideas

NOTE: There will be additional information provided on-site about:

- Different situations for EPPs
  - where states share data with EPPs
  - where states do not share data
  - where states do not have data or teacher/student links
  - CAEP list of states in different categories
- Time to phase in
  - development of plans
  - reports on progress
  - deferral of some requirements
  - number of data cycles

- Engaged feedback is vital to CAEP.
- You will have an opportunity to complete a survey at the end of the conference. Surveys will be sent via email on Friday, April 10. We encourage your participation.
- Thank you.

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