



Council for the
Accreditation of
Educator Preparation

Re-visioning: Future of the EPP Annual Report (Focus Group)

Jennifer E. Carinci, CAEP

Richard Rice, CAEP

Attendees participated in a focus group to shape the future of the EPP Annual Report

- CAEP staff detailed common questions from EPPs on the 2014 and 2015 EPP Annual reports
 - See slides 4-38 for an overview of 2014 results and feedback
- CAEP staff listened to feedback on how to improve the user experience, use, and usefulness of EPP Annual reports for 2016 and beyond
 - See next slide for questions asked of attendees
 - ❖ If you were unable to attend the focus group and would like to share your thoughts on any of the questions on slide 3, please email Jennifer.Carinci@caepnet.org and Richard.Rice@caepnet.org

Focus Group Questions

If you would like to share your thoughts on any of the questions below, please email Jennifer.Carinci@caepnet.org and Richard.Rice@caepnet.org

- What is most important for CAEP to ask about in the EPP Annual Report?
- What info do you already gather that is not asked about on the EPP Annual Report?
- Is there a way for CAEP to ask better questions about data that you do collect for the EPP Annual Report?
- What would make the EPP Annual Report more useful to you?
- How do you use the technical guide for the EPP Annual Report?
- Is there another form of assistance that would be helpful to you in completing the EPP Annual Report?
- Do you have an ideal vision for what the EPP and/or Annual Report should look like?
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- What information do you think should be included in the CAEP Annual Report?



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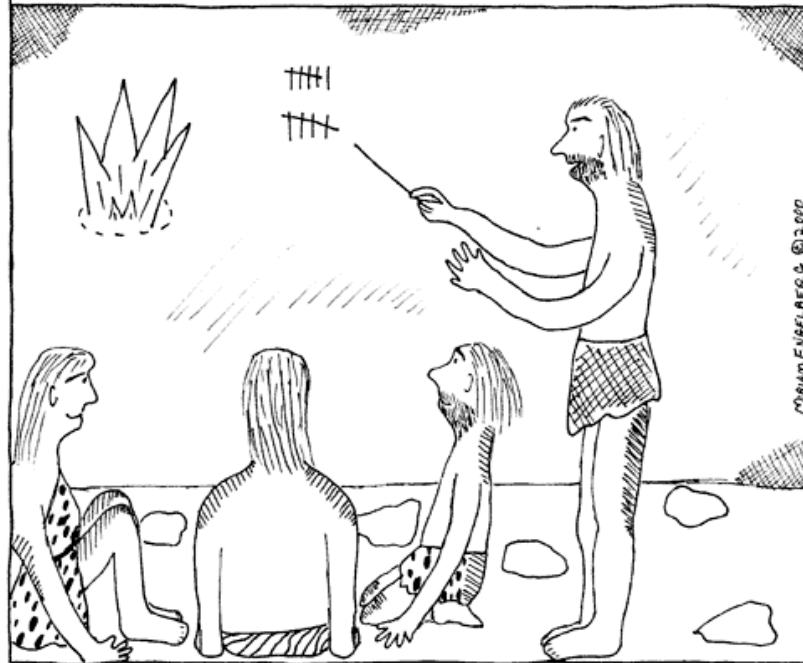
NOTE: The following presentation has been archived from the Fall 2014 CAEP Conference, as the Spring session focused on gathering feedback.

Provider Annual Reporting: Where We are and Where We are Headed

Jennifer E. Carinci, CAEP

PLANET 501c3 TALES FROM THE NONPROFIT GALAXY BY MIRIAM ENGELBERG

THE FIRST ANNUAL REPORT



"IT'S BEEN A GREAT YEAR! FIRST WE DISCOVERED FIRE, AND THEN URK HERE CREATED THIS FABULOUS STATISTICAL TOOL WHICH WE'LL BE ABLE TO USE ONCE WE EVOLVE ENOUGH TO DO MATH."

Agenda

- Annual Report Introduction
- Eight Annual Measures
- Evidence
- Results from the 2014 EPP Annual Report
- Feedback Survey Results
- Looking Ahead
- Q &A

Why CAEP Annual Reporting?



- To monitor progress
- Incorporate research findings
- To use of data for improvement
- To promote a transparent culture of evidence

Reporting Cycle Timing

Previous Reporting Cycle

Data Collection Period:

- *Academic Year 2012-2013*
September 1, 2012- August 31, 2013

Title of the report:

- *2014 (NOT 2013)*

Launch of Call:

- *January 2014*

Date of submission to CAEP:

- *April 2014*

Upcoming Reporting Cycle

Data Collection Period:

- *Academic Year 2013-2014*
September 1, 2013- August 31, 2014

Title of the report:

- *2015 (NOT 2014)*

Launch of Call:

- *January 2015*

Date of submission to CAEP:

- *April 2015*

Who Should Complete the Report?

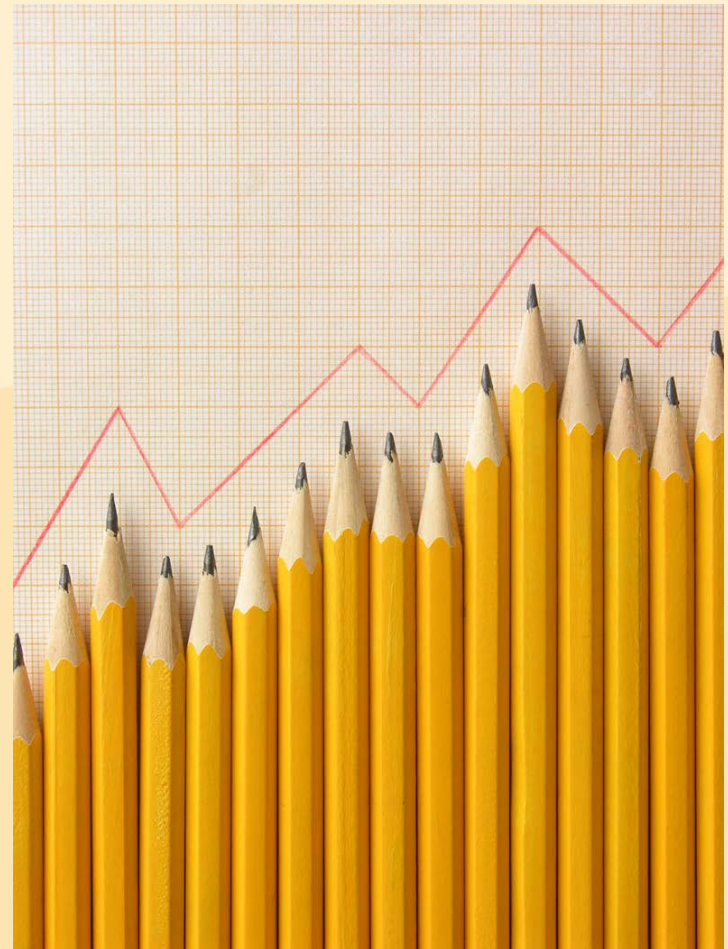
Everyone!

By CAEP Board policy, these reports are a required part of accreditation and the information contained in them is readily available on each EPP's website.

A missed annual report submission could result in the revoking of accreditation

How will the data be used?

- Track individual EPP performance
- Aggregate for annual reporting and research
- Facilitate continuous improvement of CAEP and the EPP



Resources

Resources will be provided to guide your completion of the report

- Guide
- Webinar
- Staff responses

Previous Technical Guide

Table 1. Overview of Requirements by Section				
Section	Programs the section applies to	Pathways the section applies to	Is the section required or optional?	Circumstances in which the section will not be required
Section 1. AIMS Profile	All programs	All pathways	Required	None
Section 2. Program Completers	All programs	All pathways	Required	None
Section 3. Substantive Changes	All programs	All pathways	Required	1. The EPP is not currently accredited by CAEP or either legacy accreditation agency (NCATE and TEAC).
Section 4. Display of Candidate Performance Data	All programs	All pathways	Required	1. The EPP is not currently accredited by CAEP or either legacy accreditation agency (NCATE and TEAC).
Section 5. Candidate and Program Measures	Programs leading to initial teacher licensure or certification	All pathways	Varies by measure	1. The EPP is not currently accredited by CAEP or either legacy accreditation agency (NCATE and TEAC) 2. The EPP does not offer any programs leading to initial teacher licensure or certification.
Impact on P-12 Learning and Development			Required	
Results of Completer Surveys			Required	
Graduation Rates			Required	
Ability of Completers to Meet Licensing (Certification) and any additional state requirements			Required	
Indicators of Teaching Effectiveness			Optional	
Results of employer surveys, including retention and employment milestones			Optional	
Ability of completers to be hired in the profession	Optional			

CAEP's AIMS site



CAEP AIMS Login Page

Please enter the Login ID and Password that were provided by e-mail:

Login ID:

Password:

Remember my ID on this computer

Login

This system supports following Internet browsers on Microsoft Windows based operating system:

- Microsoft Internet Explorer version 8.0 or above
- Google Chrome
- Mozilla Firefox version 2.0 or above (2.0 ONLY for MAC)
- Netscape Navigator version 8.0 or above
- Safari for Macintosh

To use this system, you will need Adobe Acrobat Reader version 7 or higher. To download a free copy of the latest version, click [here](#).

Macintosh users please [click here](#)

URL:

<http://aims.caepnet.org>

Need help accessing AIMS?

Contact:

TechSupport@caepnet.org

8 Annual Measures

On the job impact:

1. P-12 student learning/development
2. teaching effectiveness
3. employer satisfaction
4. completer satisfaction

Preparation outcomes:

5. Completer or graduation rate
6. Licensure rates
7. employment rate
8. consumer information^{*} annually reported but is not considered in making accreditation decisions

Relationship to Standard 4

4. 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.

NOTE: CAEP Board policy on Standard 4:

- Effective teaching is a fundamental goal of the CAEP Standards, therefore the EPP must meet this standard to be accredited.
 - Discuss data trends for Candidate and Program Measures in the EPP Annual Report for impact on student learning and development, results of completer and employer surveys, and indicators of teaching effectiveness.

Relationship to Standard 5

- *5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.*
- **NOTE: CAEP Board Policy on component 5.4:**
- To be awarded full accreditation, each EPP must meet CAEP's guidelines for component 5.4 on continuous improvement.
 - This includes analysis of trends in the EPP annual reports about program impact (impact on P-12 student learning, teaching effectiveness, employer satisfaction and retention of completers, and completer satisfaction) and program outcomes (completer rates, licensing rates, and hiring rates).

Other Information to Report

- **Annual reporting of progress on stipulations and weaknesses**
 - The Annual Report and Monitoring Committee
 - conducts periodic reviews of progress on the annual updates and substantive changes that have occurred in the EPP.
 - ensures that progress has been made on addressing deficiencies from the previous accreditation visit.
- **Annual reporting of progress on Focused Improvement and Transformation Initiative**

Public Disclosure and Transparency of Accreditation Information (Policy XXXIX)

- EPPs to post links to candidate performance data and other information (including Title II data) prominently on your homepage.
- Access to this information is a public service and should be geared to public understanding of the performance of the candidates in your preparation programs
- When displaying data, the EPP is responsible for considering candidate confidentiality.

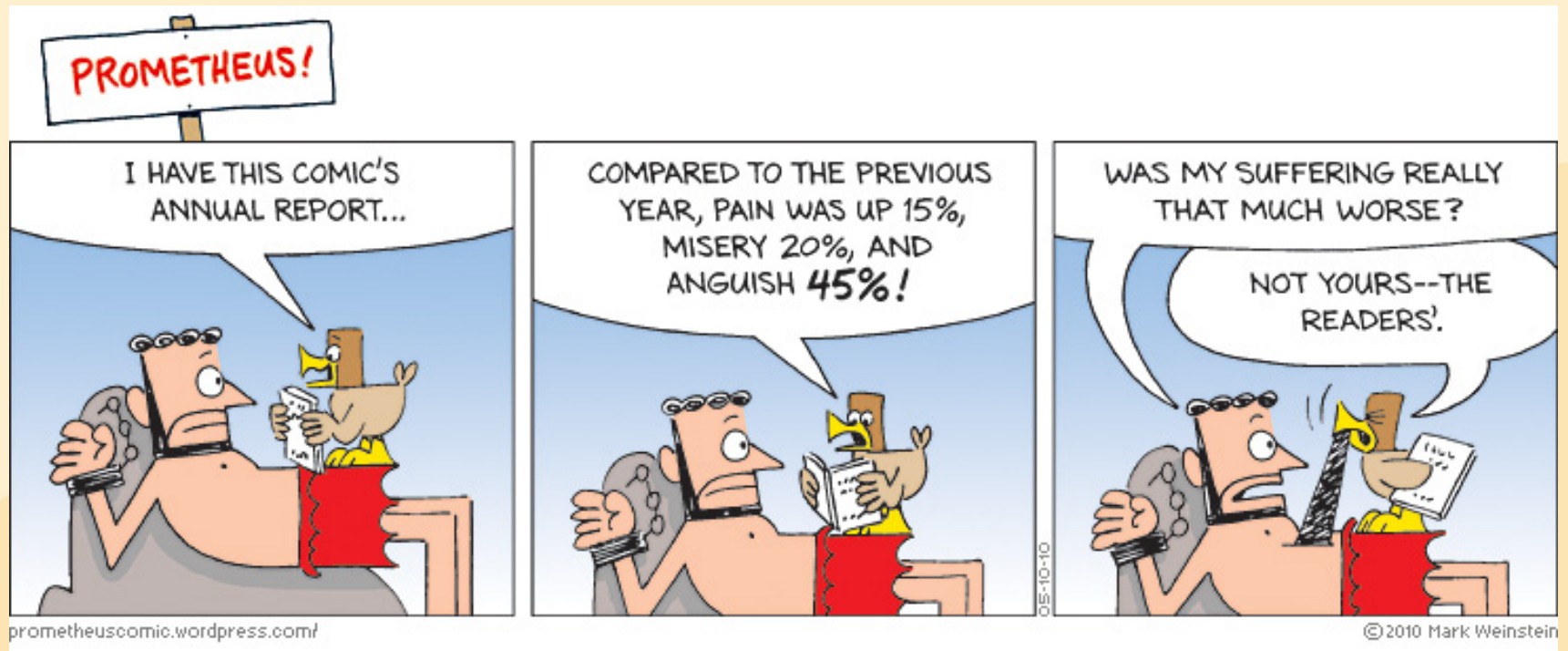
Display of Candidate Performance Data

- Provide a link that demonstrates candidate performance data are *public-friendly* and *prominently displayed* on the school, college, or department of education homepage.
- Additional links can be added.

Examples of Data to Display

- Results of state licensure exams
- Results of employer and/or graduate surveys
- Average GPAs of program completers
- Retention rates in preparation programs and in the teaching field
- Job placement rates
- Value-added or growth model data on teacher effectiveness
- Graduation rates

Who is the user? Who is the audience?



2014 EPP Annual Report Results

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
5.1.1 Candidate performance during pre-service			
Unit and lesson plans	683	62	41
Pre-post tests of student learning	494	111	181
Videos of candidate instruction	317	224	245
Candidate reflection	682	65	39
Surveys of P-12 students on candidate performance	83	165	538
State-adopted assessment(s) (specify)	457	98	231
State-designed assessment(s) (specify)	301	78	407
EPP-designed assessment(s) (specify)	534	54	198
Other (specify)	248	60	478

5.1.2 Completer performance during in-service			
Student achievement and/or learning models (e.g., value-added modeling)	159	144	483
EPP-designed case study	60	110	616
Other (specify)	196	92	498

Results: Completer Surveys

- 612 The completer provides summary ratings of the EPP and its programs.
- 550 The completer provides responses to open-ended questions about the EPP.
The completer provides a response to questions about their preparation in at least one of the following areas:
 - 649 Content knowledge
 - 671 Instruction and pedagogical content knowledge
 - 617 Teaching diverse P-12 students
 - 624 Teaching P-12 students with diverse needs
 - 597 Classroom management
 - 476 Alignment of teaching with state standards
 - 486 Family and community engagement
 - 576 Assessment of P-12 student learning
 - 218 Other (Specify)

If applicable, after a candidate completes a program, when does the EPP administer its completer surveys?

(Check all that apply.)

- 542 At the end of the program
- 227 Between the end of the program and one year after program completion
- 240 Between one and two years after program completion
- 112 Between two and three years after program completion
- 94 Between three and four years after program completion
- 87 More than four years after program completion

Results: Completer Surveys (Continued)

The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	575	139
Valid (can make an appropriate inference about completer satisfaction)	590	124
A measure with a representative sample (demonstrates typical completer responses)	588	126
Inclusive of stakeholder interests	611	103
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	672	42

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

626 88

Access to results of completer surveys and the survey response levels

- Individual Program 172
- State 141
- Other 68

Results: Graduation Rates

Example of CAEP planned improvements based on feedback

First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.

	AY 2012- 2013	AY 2011-2012	AY 2010-2011	AY 2009-2010	AY 2008- 2009
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	AVG= 168.50 MED= 101 Range: 0- 3,757	AVG= 177.39 MED= 100.5 Range: 0- 3,576	AVG= 190.38 MED= 105.5 Range: 0- 3,178	AVG= 200.62 MED= 109.5 Range: 0- 3,823	AVG= 193.361 MED= 96 Range: 0- 3,466

Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013.

Academic year the candidate was first enrolled	AY 2012- 2013	AY 2011-2012	AY 2010-2011	AY 2009-2010	AY 2008- 2009
	Column 2	Column 3	Column 4	Column 5	Column 6
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013	AVG= 27.04 MED= 2 Range: 0- 1,177	AVG= 51.23 MED= 25 Range: 0- 676	AVG= 50.96 MED= 24.5 Range: 0- 856	AVG= 30.87 MED= 10 Range: 0- 848	AVG= 16.88 MED= 2 Range: 0- 872

NOTE: Data demonstrate confusion in reporting, as the AVG recommended during AY 2012-2013 (177) is greater than the AVG enrolled during AY 2012-2013 (168.5).

Results: Ability of completers to meet licensing state requirements

Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score (value should be between 0 and 1)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2011-2012	AVG= 182.07 MED= 107 Range: 0- 3,722	AVG= 0.71 MED= 0.74 Range: 0.06-.99	AVG= 174.40 MED= 102 Range: 0- 3,579	AVG= 96.45 MED= 99 Range: 0- 100	AVG= 95.29 MED= 97 Range: 35- 100
All program completers, 2010-2011	AVG= 188.12 MED= 106 Range: 0- 6,317	AVG= 0.70 MED= 0.74 Range: 0.08- 0.98	AVG= 180.20 MED= 102 Range: 0- 5,974	AVG= 96.31 MED= 99 Range: 0- 100	AVG= 95.38 MED= 97 Range: 34- 100

The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	751	35
Actionable (provides specific guidance to the EPP for continuous improvement)	701	85

The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

688 98

Results: Indicators of teaching effectiveness

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance	45	104	491
School district-level teacher evaluation	108	117	412
Employer observations	71	93	473
Employer surveys	369	159	116
EPP-designed case study	31	97	499
Other (specify)	81	43	219

Results: Employer Survey

	Agree	Disagree
<i>Employer survey results are available to the EPP.</i>	399	250
313 The employer provides overall summary ratings of the completer.		
263 The employer provides responses to open-ended questions about the completer.		
349 The employer provides a response to questions about the completer's preparation in at least one of the following areas:		
277 Collaboration with school-based colleagues and staff		
255 Alignment of teaching with state standards		
261 Family and community engagement		
356 Content/subject matter		
358 Instructional and pedagogical content knowledge		
283 Development of a safe learning environment		
320 Assessment of P-12 student learning		
343 Teaching P-12 students with diverse needs		
325 Teaching diverse P-12 students		
116 Other (Specify)		

Results: Employer Survey (continued)

The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	302	84
Valid (can make an appropriate inference about employer satisfaction)	310	75
A measure with a representative sample (demonstrates typical employer responses)	249	135
Inclusive of stakeholder interests	319	63
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	316	66

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

284 97

Feedback Survey

- Survey sent to EPPs that submitted on-time reports
- 290 (32%) report preparers returned the survey
- Open for a two-week period (June 25 - July 11)

Thank you for your feedback!

Feedback Survey Results: Use of Report Information

- **Percentage of the information requested in the EPP Annual Report already being collected and used by EPPs**
 - AVG 64%; MED 75%; MIN 0%; MAX 100%
- **Examples of data outside EPP typical collection or use**
 - **Frequent, Expected Responses**
 - Completer impact data
 - Employment data
 - Consumer information, including student loan default
 - Average scaled score
 - **Frequent, Unexpected Responses**
 - Enrollment, progress, and completion data
 - Graduation rates

Feedback Survey Results: Annual Report Prompted Planned Improvements

- **78.9% planned to collect new data points or revise data collection process after completing the report**
- **Examples**
 - Collaboration with school-based partners
 - Student Surveys
 - System to track completers
 - Better survey collection/documentation
 - Assessment System
 - Collaboration/Communication with the state

Feedback Survey Results: Use by CAEP for Continuous Improvement

- How confident are you that you responded correctly to this section?
- Is there anything CAEP should keep in mind when interpreting data from this section?
- How can CAEP improve this section for next year?
- What are examples of data that you collect and/or use that were not requested in the EPP Annual Report?

2015 EPP Annual Report

When launched in 2015,
access the template in AIMS at
<http://aims.caepnet.org>

For questions:
EPPAnnualReport@caepnet.org

Balancing Assessment Limitations and Decisions About Programs

- “No single methodology is perfect.”
- “This is not to say these limitations mean the instruments should not be used.”
- “The use of multiple measures generally assures the ability to make stronger inferences.”
- “Despite this concern, decisions about program effectiveness need to be made consistently and fairly. **Using the most trustworthy data and methods currently available at any given decision point is the optimal way to proceed.**”

- (Worrell et al., 2014, p. 7)

- <http://www.apa.org/ed/schools/cpse/teacher-preparation-programs.pdf>

Working Together to Improve

“Using evidence derived from data that have been assessed scientifically and technically to make decisions is best practice, and enhancing the technical quality of data employed in decision making will improve decision making.”

- (Worrell et al., 2014, p. 7)

<http://www.apa.org/ed/schools/cpse/teacher-preparation-programs.pdf>

Upcoming

- Over the next few years, CAEP will review the data EPPs are able to collect both on their own and through their state data systems, and will create norms and benchmarks with designations of particular performance levels or changes as flags for a closer look. Information from these reports on accredited providers will be presented in aggregated form in recurring CAEP publications.

Moving Forward

User Friendly Measures= Better and Stronger

- Emphasis on
 - utility for provider
 - moving providers forward
 - use for research and improvement
 - moving the field forward

Questions?

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