Exercise Workbook for Writing the *Inquiry Brief*

Spring 2015 CAEP Conference
April 8, 2015

Sheraton Denver, Denver, CO

This workbook is about producing the *Inquiry Brief* for the IB Commission within CAEP. The exercises in this workbook are selected by the writing workshop presenters to help program faculty get started on their self-study report to make their case for accreditation. Through a series of exercises, the workbook is built on the recommended steps for producing the *Brief* and is designed for use in IB Commission workshops and on campus with faculty groups who are working to develop an *Inquiry Brief*.

Contents

CAEP ACCREDITATION STANDARDS

STANDARD 1—*The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*

1.1 *Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

1.2 *Providers ensure that completers [at exit] use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.*

1.3 *Providers ensure that completers [at exit] apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPAs), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music--NASM).*

1.4 *Providers ensure that completers [at exit] demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).*

1.5 *Providers ensure that completers [at exit] model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

STANDARD 2–*The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*

2.1 *Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.*

2.2 *Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.*

2.3 *The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and*

professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

STANDARD 3— *The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.*

3.1 *The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.*

3.2 *The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:*

- *is in the top 50 percent from 2016-2017;*
- *is in the top 40 percent of the distribution from 2018-2019; and*
- *is in the top 33 percent of the distribution by 2020.*

[ALTERNATIVE 1] If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/ achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

[ALTERNATIVE 2] Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

[Board amendment adopted February 13, 2015] CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for "a reliable, valid model that uses admissions criteria other than those stated in this standard") will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision.

In all cases, EPPs must demonstrate the quality of the admitted candidates.

NOTE: CAEP Board Policy on component 3.2:
To be awarded full accreditation, each provider must meet CAEP's guidelines for component 3.2 on selectivity at admissions.

3.3 *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.*

3.4 *The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

3.5 *Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.*

3.6 *Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.*

STANDARD 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 1: CAEP Board policy on Standard 4
To be awarded full accreditation, each provider must meet CAEP's guidelines for evidence for the annual report measures, including all components of Standard 4 on impact. The examples of measures and related guidelines, below, are to assist providers in preparing to compile and write their self-study evidence for Standard 4. In addition, the provider's annual reports accumulate year by year provider data for Standard 4 impact measures. Provider analysis of the trends in those annual measures are analyzed and written as part of the self-study evidence for component 5.4 on continuous improvement.

NOTE 2: Standard 4 and the "8 annual reporting measures"
The CAEP January requests for provider annual reports include questions about data on each of the 4.1-4.4 measures. The provider request defines the minimum expectation each year until reporting across providers can be complete and consistent. Trends in the provider's cumulative reports since the last accreditation cycle will be included and interpreted as part of the self-study. Providers may supplement that information with other, more detailed, data on the same topics if they have any.

4.1 *The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation*

providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

4.2 *The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

4.3 *The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.*

4.4 *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

STANDARD 5—*The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

5.1 *The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.*

5.2 *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

5.3 *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

NOTE: CAEP Board Policy on component 5.3:
To be awarded full accreditation, each provider must meet CAEP's guidelines for component 5.3 on continuous improvement.

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 provider must meet CAEP's guidelines for component 5.4 on continuous improvement. This includes analysis of trends in the provider's 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).

5.5 *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

Cross-cutting themes of diversity and technology
As a part of the 2013 CAEP Standards, "diversity" and "technology" are identified as important cross-cutting themes in educator preparation. The themes are presented in the Standards as "embedded in every aspect of educator preparation," and self-studies provide an opportunity for each provider to address how the themes are integrated into preparation.

In constructing a response to the two themes, providers will want to be familiar with the perspective expressed as part of the CAEP Standards. The full text appears as Appendix A on pp. 20-22 of the Standards at this URL: http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

How the themes are instantiated is up to each provider, but the overall approach to these themes is of interest to Visitor Teams. The self-study report might describe the provider's current status with regard to diversity and technology, its plans for coming years, and its strategies for moving forward. The current status might be described, for example, around the explicit references found in CAEP Standards 1, 2, and 3 which include the following:

- "All students" is the focus in Standard 1, and InTASC standards that comprise component 1.1 imply, also, the full range of allied InTASC performances, essential knowledge, and critical dispositions that are extensions of those standards. Those characteristics also incorporate scores of references to cultural competence, individual differences, creativity and innovation, and working with families and communities. Similarly, the InTASC standards, and allied performances, essential knowledge, and critical dispositions contain many references to applications of technology, use of technologies, and how to guide learners to apply them. In addition, component 1.5 states that providers are to "ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."

- Standard 2 clinical experiences are cast in terms of preparing candidates to work with all students and with diversity. Component 2.3 describes technology-enhanced learning opportunities as part of clinical experiences.

- Standard 3 insists that providers undertake positive outreach efforts to recruit a more able and diverse candidate pool. The Standard also asks providers to present multiple forms of evidence of candidates' developing knowledge and skills during preparation, including "the integration of technology in all of these domains."

The themes are not standards, however, and are not judged by Visitor Teams as standards. Visitors do not cite stipulations or weaknesses for crosscutting themes. Questions that arise may flag areas that do address components of standards that the team will investigate more closely, particularly where those components address diversity or technology.

CAEP REQUIREMENTS: STANDARDS AND COMPONENTS

Standard 1—Providers must address each component in Standard 1, but are not required to make a comprehensive case about how it achieved each component. Providers must make a holistic case for how it meets the overall standard, weaving in evidence for components as part of the summary that makes the best case for meeting each standard.

Standard 2— Providers must address each component in the standard but are not required to make a comprehensive case about how it achieved each component. Providers must make a holistic case for how it meets the overall standard, weaving in evidence for components as part of the summary that makes the best case for meeting the standard.

Standard 3—Providers must address each component in the standard but are not required to make a comprehensive case about how it achieved each component <u>with the exception of component 3.2, as described above</u>. Providers must make a holistic case for how it meets the overall standard, weaving in evidence for components as part of the summary that makes the best case for meeting the standard.

Standard 4—<u>Providers must address each component in Standard 4 and all components must be met in order for the standard to be met.</u>

Standard 5— Providers must address each component in the standard but are not required to make a comprehensive case about how it achieved each component <u>with the exception of components 5.3 and 5.4</u>, as described above. Providers must make a holistic case for how it meets the overall standard, weaving in evidence for components as part of the summary that makes the best case for meeting the standard.

Providers are responsible for the quality of the data they select to demonstrate that CAEP standards are met and to advance related claims.

Providers deliver evidence for each of the components while making their case holistically for meeting the standard. However, component 3.2 of Standard 3 (candidate quality, recruitment and selectivity), all components of Standard 4 (program impact) and components 5.3 and 5.4 (on continuous improvement) must meet CAEP guidelines to achieve full accreditation.

The Visitor Team uses results from the investigation of the data in the self-study to assess the quality of the evidence that indicates a provider has met CAEP standards and to identify strengths, weaknesses, and stipulations.

Disaggregated data
All data submitted as evidence must be disaggregated by specialty/license area and include complete data charts for all assessments and actual data gathered by the instruments and other forms of evidence used in the self-study.

Evidence phase-in period available to providers with self-studies due through Fall 2017
Because the new standards require in some cases evidence that has not been required or collected in the past, CAEP expects providers to develop a plan to gather needed evidence. CAEP provides a phase-in policy for providers submitting self-studies from 2014 through 2017.

Providers 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.

Providers submitting self-study reports in 2016 and 2017 may also present plans in their self-study in lieu of unavailable data. They will also be expected to provide evidence of implementation in their self-study.

CAEP will phase in its early instrument review process between 2015 and 2017 so that providers with self-study reports prior to 2018 can share partially in the value of those evaluations.

See Appendix A on page 84 of the Accreditation Manual for a chart that identifies the phase-in policy and transition period, which extends until 2020 for some providers.

Specialty/license area review
As part of the self-study process, all providers are required to submit evidence of specialty/license area competency based on the particular options available in the state through the State Partnership Agreement with the CAEP. The three options are Specialty Professional Association (SPA) review, Program Review with Feedback, and State review. All providers should check with their state's department of education on the program review option(s) available in their states. The three options have unique characteristics that are described below. The CAEP website provides detailed information about submissions for review and review procedures.

OVERVIEW OF THE INQUIRY BRIEF PATHWAY

CAEP's **Inquiry Brief Pathway** emphasizes study of candidate and completer outcomes. It is inquiry driven, starting from the provider's questions about the programs' mission and results.

CAEP accreditation requires that institutions select a particular pathway based on their institutional contexts, interests, and capacity. While all pathways are built around the five CAEP Standards, they differ in emphasis and the mode of addressing continuous improvement.

 CAEP's Inquiry Brief (IB) pathway emphasizes the study of candidate and completer outcomes. It is inquiry driven, starting from the provider's questions about its programs' mission and results. Accordingly, providers make claims about candidates' outcomes and investigate the extent to which the claims are met. The provider's self-study provides evidence for the Standards by aligning claims, data quality expectations, and program expectations with the applicable Standards and providing evidence for each. Providers format the report in the same manner they might format a dissertation or manuscript submitted to a refereed research publication. The provider also needs to demonstrate engagement in continuous improvement by describing and probing the functioning of its quality assurance system, including mechanisms that assure the quality of clinical partnerships and practice and of candidates from admission to completion, through an internal audit.

The Inquiry Brief (IB) Commission in CAEP asks providers selecting the Inquiry Brief Pathway for its self-study to submit:
- o **A self-study investigating the provider's claims that addresses Standards 1, 4, and data quality expectations for Standard 5**
- o **An Internal Audit Report that provides evidence for Standards 2 and 3 and continuous improvement expectations for Standard 5**

Those submitting and Inquiry Brief under the TEAC Legacy option (available for site visits through Spring 2016) are asked to address the three TEAC Quality Principles and follow the format outlined in the IB Workbook from September 2014 (available upon request). The processes and evidence for addressing QP 1 and for conducting the internal audit are similar and the activities in this CAEP IB Workbook can guide both the development of both the CAEP and TEAC Legacy self-study.

INQUIRY BRIEF PATHWAY PROCESS FOR ACCREDITATION

Distinctive Characteristics
The Inquiry Brief process begins with claims the provider makes about the professional competence of its completers. The provider claims flow from its own goals and mission and can be aligned with the expectations about candidate and completer outcomes expressed in CAEP Standard 1, supported in part by evidence described in CAEP Standard 4. The provider is encouraged to focus on empirical inquiry that is meaningful both to its own community and to those who rely on CAEP for quality assurance, and to make its case for accreditation using the evidence faculty members rely on to convince themselves that their candidates and completers are competent and that the faculty has the capacity to offer quality programs and to steadily enhance these programs. The provider presents a self-study of its claims in a research monograph, called an *Inquiry Brief*, which includes a rationale for the assessments used to investigate the claims, a description of methods, a presentation of results, and a discussion of the meaning and implications of the findings. Finally, the provider demonstrates its capacity to monitor and improve quality in large part by conducting and reporting on an internal audit of its quality assurance system.

Steps for Preparing the Inquiry Brief Self-Study Report
The following chart provides an overview of the entire process.

Table 4: Inquiry Brief Pathway to accreditation timeline and process at-a- glance

CAEP Inquiry Brief Pathway to Accreditation Timeline and Process-at-a-Glance Steps	Provider actions	CAEP actions		Timeline
1. Application	Only if applying for first-time accreditation, provider prepares and submits on-line application.	CAEP staff consults with the provider. ⬜⬜		
Providers seeking accreditation for the first time should contact CAEP staff.				
2. Formative evaluation	•Provider attends CAEP workshops on writing the Inquiry Brief self-study (optional).	•CAEP staff reviews draft self-study for coverage, clarity, completeness, and auditability and returns drafts for revisions		First draft should be submitted 9-12 months prior to the scheduled visit.

	•Provider submits draft of the self-study with checklist. ☐☐	and resubmission as needed. ☐	
3. Self-study revisions	• Provider faculty responds to CAEP staff and reviewers' comments. ☐☐ • Provider submits final self-study with checklist.	•CAEP declares self-study auditable (self-study is clear and complete) and instructs provider to submit final version. •CAEP accepts self-study and notifies Visitor Team that it is available.	Self-study should be declared auditable 4 months prior to the scheduled visit.
4. Call for comment	Provider distributes call-for-comment announcement to all stakeholders.	CAEP places provider on website's "call-for-comment" page.	Call-for-comment is sent out once self-study is declared auditable.
5. CAEP Survey	Provider sends email addresses for preparation faculty, candidates, and mentors or cooperating teachers.	CAEP electronically surveys the preparation faculty, candidates, and cooperating teachers or mentors who send their responses confidentially to CAEP through a third-party vendor.	Survey is sent out once self-study is declared auditable.
6. Preparation for site visit	•Provider submits data for site visit as requested. •Provider responds to any clarification questions as needed.	•CAEP schedules site visit. • Site visitors review the self-study report and formulate a plan for verifying its accuracy at the site visit.	
7. Site Visit	•Provider receives and hosts Visitor Team during visit (2-4 days). •Provider responds to site visit report. ☐☐	• Visitor Team completes visit to campus • Visitor Team prepares site visit report and sends to provider faculty. • Visitor Team responds to provider faculty's comments about the draft site visit report. ☐☐ • Visitor Team prepares final site visit report and sends it to provider, copying state representatives when applicable.	First draft of site visit report is sent out four weeks after the site visit.
8. Case analysis	• Provider responds to accuracy of case analysis.	•CAEP sends self-study, site visit report, and faculty response to accreditation reviewers - CAEP sends self-study, site visit report with provider response, and case analysis to	Case analysis is sent to reviewers and provider two weeks before accreditation review.

		accreditation reviewers ⊞	
9. Accreditation Council Review Panel	• Provider representatives and lead Visitor Team member are invited to participate.	•Accreditation Council Review Panel meets to review documentation, identify weaknesses and stipulations, if any, and make recommendation regarding standards met or unmet •The Accreditation Council makes the accreditation decision. (For complete details on process see "How CAEP Decides on Accreditation" section of handbook.)	Accreditation review occurs the semester following the site visit.
10. Public announcement	Provider accepts or appeals CAEP's action (within 30 days) ⊞	•CAEP announces accreditation decisions on its website and informs other stakeholders •CAEP sends the provider a certificate of accreditation if applicable.	Public announcement is made not later than 30 days after accreditation decision.
11. Appeals Process	If provider decides to appeal a decision of denial or revocation of accreditation, the provider submits an appeal petition.	If the decision is to deny or revoke accreditation and the provider appeals the decision, the appeal process is initiated.	Provider must notify CAEP of intent to appeal within 15 days of receiving the accreditation decision and must file the appeal within 30 days of notification.
12. Annual report	Provider submits annual report and fees to CAEP ⊞	CAEP's Annual Report and Monitoring Committee reviews annual reports, and informs the provider if there are concerns ⊞	Annual report is due in April of each year.

Key: ⊞ Signifies the process continues until there is consensus

PROCESS FOR PREPARING INQUIRY BRIEF SELF-STUDY REPORT

1. Review. Study and understand the CAEP Standards, process, and requirements. Study the five Standards and their components and refer to the glossary for definitions. Review this Manual and access the website (www.caepnet.org) for the most up-to-date guidance on the evidence for the self-study. Also, review state standards and agreements as appropriate.

2. Inventory available evidence. Compile an inventory of the evidence that the provider currently uses on candidate and completer performance, noting what evidence it relies on and uses, what it does not, what it might begin to collect, and what it has no plans to collect in the future. Each claim should be investigated using at least two sources of evidence that provide complementary evaluations of the claim. The provider should address the following five questions for each item of evidence that it uses: (1) what is it, (2) what evidence is available regarding its quality, (3) what criteria have been established for successful performance (and why), (4) what do the reported results mean, and (5) how are results used in improvement?

3. Define the quality assurance system and plan for an internal audit (see description of the Internal Audit Report, below).

4. Gather, categorize, and prepare evidence and information to be analyzed and draft tables summarizing results. Invest time in examining the evidence thoroughly and discuss its meaning as a faculty.

5. Take stock. CAEP suggests that the provider meet with its stakeholders to review and seek feedback on what was learned from steps 1–5.

6. Formulate summary statements. Draft a set of statements that makes clear what the provider believes it accomplishes with regard to its claims. These statements should be consistent with public statements of the provider's quality and the performance of its candidates.

7. Identify evidence. Each claim should be investigated using at least two sources of evidence that provide complementary evaluations of the claim.

8. Draft and submit the Self-Study Report. Compile a complete draft of the *Inquiry Brief*, including evidence, discussion, and plan. Submit a Word version of the document using the following file naming convention: [Standards][Self-study type] for [Institution] [Program Name]. For example, *CAEP IB for University of America Tchr Ed.docx* or *TEAC IBP for University of America Ed Ldrshp.docx* Upload the Email first full draft of document for a formative review in AIMS. If a site visit term has not yet been scheduled (such as for some institutions seeking initial accreditation) email the first draft to formative@caepnet.org

9. Collect capacity data (for example, on clinical and other faculty qualifications, facilities and resources), as required by the U.S. Department of Education, which provides context to the accreditation case, and enter or update the relevant tables in AIMS.

Planning Checklist for Preparing the *Brief*

First draft: 9-12 months before desired site visit date
Final draft: 6 months before desired site visit
Audit confirmed: 4 months prior to site visit

Target Site Visit Semester: _____

1. Review	When	Who
CAEP's accreditation process		
The CAEP Standards (or TEAC Quality Principles)		
State and professional association standards		
The IB Commission's requirements for content of the *Brief*		

2. Inventory available measures	When	Who
Study the evidence available in the field pertaining to the graduates' learning, note what evidence the faculty relies on currently, what it does not, and what it might collect in the future (Appendix YY or TEAC Appendix E)		
Assemble a list of the program's assessments. Determine the program's standard for the sufficiency of evidence of graduates' learning that would support claims for Standard 1 or Quality Principle 1 (e.g., what are the cut scores?). Explain how and why the program uses the assessments and trusts the assessment process and data. (For Section 2)		
Add any locally developed instruments to Appendix ZZ (or TEAC Appendix F)		

3. Gather information	When	Who
Program overview (For Section 1)		
Alignment of program requirements with CAEP Standard 1 (or Quality Principle I) and state and national standards (For CAEP Table or TEAC Appendix D)		
Program faculty qualifications (For CAEP Table or TEAC Appendix C)		
Program capacity (For CAEP Table or TEAC Appendix B)		

4. Conduct an internal audit	When	Who
Describe the program's quality control system and conduct an internal audit		
Draft the internal audit report (For CAEP Appendix XX or TEAC Appendix A)		

5. Take stock	When	Who
Review all materials and findings to date		

6. Formulate claims	When	Who
Write your claims and align claims with evidence for them		
Check consistency of your claims with your published public claims		

7. Analyze and discuss the data	When	Who
Study the results of the assessments cited in Appendix YY, and formulate the program's interpretation of the meaning of the results of the assessments		

8. Draft *Brief*	When	Who
Compare draft against checklists		
Submit a draft for formative evaluation		

RESOURCES FOR THE *INQUIRY BRIEF* PATHWAY

For CAEP Cases, CAEP and the Inquiry Brief Commission offer the following print and electronic resources and guidance:

Website. CAEP's website (www.caepnet.org) offers links to the Standards, guides to pathways and self-study reports, and the Evidence Guide. There are links to these in an overview located at http://caepnet.org/accreditation/guide-to-self-study-reports-and-evidence/. Information about fees is available at http://caepnet.org/accreditation/dues-and-fees/ . Additional resources are available in the Resources area in AIMS, which can be accessed via the AIMS Member Login link on the CAEP website or directly via http://aims.caepnet.org

Guidance and feedback. The IB Commission provides staff to assist the candidate EPPs, and EPPs seeking continuing accreditation, while the faculty members are writing and editing the Brief. The Vice President of Accreditation or the Director of the Inquiry Brief Pathway is a point of contact for prospective or new members interested in the IB pathway. They can route messages to the appropriate CAEP staff member, or providers can directly contact the IT team for AIMS questions and setup; the formative email box (formative@caepnet.org) for questions about formative evaluation; or the Site Visit Coordinator for visit scheduling and logistical questions. Contact information for CAEP staff is available in AIMS.

For TEAC Legacy Cases, the IB Commission offers the following print and electronic resources and guidance:

Website. TEAC's website (www.teac.org) is a comprehensive guide to TEAC accreditation. Check the website regularly for updates on policies and procedures, announcements about events and members. TEAC members receive periodic email announcements. The website has a feature that encourages members and others to make suggestions and comments about TEAC.

Publications (available at www.teac.org in PDF format)

- *Guide to Accreditation.* A comprehensive guide for the faculty, staff, and administrators of TEAC member programs preparing for initial and continuing education by writing an *Inquiry Brief* or *Inquiry Brief Proposal*. The guide includes a full description of TEAC's principles and standards; the accreditation process, including the audit; and detailed instructions on writing the *Brief*. ©2012
- *Guide to the TEAC Audit*. A comprehensive guide to the audit process, including responsibilities of the program, TEAC staff, and auditors. Includes a checklist for tracking the audit process. ©2010

Guidance and feedback. The IB Commission provides staff to assist the candidate EPPs, and EPPs seeking continuing accreditation, while the faculty members are writing and editing the *Brief*. The formative reviewer offers feedback on methodological design, statistical analysis, and interpretations of evidence, as well as document formatting.

ORGANIZING THE *BRIEF*

INQUIRY BRIEF SELF-STUDY REPORT BY SECTION
At the beginning of the self-study template, the provider will be prompted to indicate which pathway it is using and the option it has selected for program review. This information will be used to ensure that the appropriate report shell is available.

The provider addresses the five CAEP Standards throughout the self-study, and describes the evidence that specifically addresses each component of the Standards and the CAEP cross-cutting themes of diversity and technology as described in Part III of the [CAEP Accreditation Manual](#). The structure for the CAEP Inquiry Brief is as follows:

Title Page and Table of Contents
Section 1: Introduction
Section 2: Claims and Rationale for Assessments
Section 3: Methodology
Section 4: Results
Section 5: Discussion and Plan
Section 6: References cited in the Brief
Appendix XX: Internal Audit Report
Appendix YY: Inventory of Evidence
Appendix ZZ: Assessment Instruments with a Table of Contents
Appendix B: Parity and Capacity
Appendix C: Faculty Qualifications
Appendix D: Program Requirements and Alignment with State and National Standards

Section 1: Introduction
Section 1 provides the overview as described in Part III, above. This section orients the reader to the provider goals and context, but does not specifically address the Standards, and thus is unlikely to include text or tables that would be tagged in the AIMS IB self-study template when it becomes available. See the Accreditation Manual of IB Guide on the CAEP website for information on tagging evidence.

Section 2: Claims and Rationale for Assessments
Section 2 states the provider's claims about candidate and completer outcomes, lists the assessments that will be used to determine how well the provider has met these claims, and provides a rationale that explains why the identified assessments are likely to provide useful information about the claim.
The provider's claims reflect its mission and goals, and hence can guide inquiry in a way that is meaningful to the provider. It is through the claims, though, that the provider addresses Standard 1, so although the claims need not be in the form of Components 1.1-1.5, the provider must show how the claims align to these components.

Once the provider identifies the alignment of the claims with Standard 1 and the evidence for each claim, it lists and describes each source of evidence, organized by claim, answering the following questions:
- what is it?
- why does the provider believe that this evidence will provide useful information about the relevant claim?

- what criteria has been established for successful performance (and why)?
- what evidence is available regarding its quality?

The IB Commission's Standards of Evidence:
In addition to the requirement that the evidence satisfy scholarly standards for the reliable and valid interpretation of evidence, the Commission has a standard for sufficiency of the evidence cited in the EPP's Inquiry Brief, which is that the preponderance of the evidence is consistent with the EPP's claims with regard to CAEP standards (or TEAC Quality Principles) and that there is no evidence in the record that proves that the statements made by the provider about and CAEP standards (or TEAC quality principles) were false. The Commission uses a system of heuristics to arrive at its accreditation recommendations and judgment about whether the provider's evidence for the quality principles and the CAEP standards related to them are trustworthy and sufficient.[1]

For example, a provider might use results of a clinical observation instrument that demonstrates knowledge of and skill with content, instructional practice, differentiation, and instructional technology. The relevant items would likely be tagged as evidence for components 1.1 (understanding of content and instructional practice), 1.4 (differentiation as a skill that affords all P-12 students access to rigorous college- and career-ready standards), and 1.5 (ability to implement technology standards).

To continue the example above, the items on the clinical observation instrument demonstrating knowledge of and skill with instructional technology would also be tagged as evidence for the cross-cutting theme of technology.

The provider is free to make its case for accreditation with the evidence it finds most compelling, which is likely to include the program impact evidence specified in Standard 4. Any relevant program impact evidence would therefore be tagged twice. If the provider has not linked Standard 4 evidence to a particular claim/Standard 1 component, the provider should report this evidence in a subsection entitled "Program Impact Measures."

For example, a structured and validated observation instrument used to assess teaching effectiveness of completers for component 4.2 of Standard 4 would likely be used to support claims aligned to components 1.1 and 1.4 of Standard 1 (and perhaps other components as well, depending on what elements of teaching effectiveness the instrument assessed). Relevant evidence from this instrument would therefore be tagged as relating to 1.1 and 1.4 as well as to 4.2.

Organization of Self Study around Provider's Claims
The organization of the Inquiry Brief self-study around the provider's claims is one of the distinctive features of the Inquiry Brief Pathway. It calls for some detailed explanation of this section:

A. CLAIMS

Claims are statements that a provider makes about the accomplishments of its candidates and completers, and it supports these claims with evidence. Some claims may be written about *candidates* in the program, while others may be written about *completers* of the program. The latter is generally the better choice whenever possible because it is the completers of the program about which CAEP and the public want to make inferences.

---

[1] The sufficiency heuristic uses a 75% criterion for sufficiency of evidence in the site-visit by the Commission's site visitors

In making its claims, the provider describes the professional characteristics of its completers, addressing each of the five components of CAEP Standard I: Content and Pedagogical Knowledge: that completers can (1) demonstrate an understanding of the 10 [InTASC standards](#) at the appropriate level; (2) use research and evidence to measure P-12 students' progress and their own professional practice; (3) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards; (4) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and (5) model and apply technology standards. In addition, faculty describes candidates' achievement in terms of the two CAEP cross-cutting themes of diversity and technology.

B. FORMULATING CLAIMS

Claims should be written at an appropriate level of generality. To simply claim that "*all of our completers are good teachers"* may be too broad for the evidence behind it to be convincing. On the other hand, the particular evidence for the claim that *"all of our completers know how to employ 'wait time' in their lessons"* may itself be convincing but trivial and therefore ultimately unconvincing with regard to the larger goals of the program. It is best to present claims at the level the faculty believes is true of its program and its completers, and at a level that is faithful to the manner in which the faculty represents the program and its completers to the public and prospective students.

Claims can be advanced as assertions (e.g., *all of our completers know their teaching subject matter*, or *our completers apply content and pedagogical knowledge to advance the learning of P-12 students*). Claims can also be framed as questions in the same way that researchers advance their expectations and hunches as research questions. A program's claim could read: *Do the pupils of our completers succeed on the state's curriculum standards tests?*

The Inquiry Brief self-study is a research report that answers the faculty's questions about the quality and effectiveness of its preparation program. The question format, rather than the assertion format, gives emphasis to the inquiry process that is at the heart of the *Inquiry Brief* philosophy. However, both formats for claims are suitable.

C. CLAIMS AND EVIDENCE

As the provider develops claims about its programs, it must ask critical questions about evidence: *What evidence do we have to support our claims? What quantitative or qualitative evidence do we have that makes us confident that our completers are competent, caring, and qualified educators? What evidence do we have regarding the quality of the data? What criteria of success can be justified for each measure?*

D. BEING CONSISTENT WITH PUBLIC CLAIMS

The provider should carefully review all public literature before beginning to develop its Inquiry Brief Self-Study Report. It is important that the claims in the self-study are consistent with those made elsewhere to the public.

In the process of generating claims, the provider should examine the statements of the goals, objectives, promises, and standards published in the institution's catalogs, brochures, state approval

or registration reports, and websites describing its projected outcomes. These public materials contain statements about what completers of the program should know and be able to do. The claims in the Inquiry Brief self-study must be consistent with the provider's public claims. It cannot make one set of claims for CAEP and a different set for other audiences.

E. GENERATING CLAIMS: THREE STEPS

1. The process of generating the claims should begin with an examination of the statements of the goals, claims, objectives, promises, and standards published in the institution's catalogs, brochures, state approval/registration reports, and websites describing the provider's projected outcomes.
2. Determine how claims align with CAEP Standard 1. All components the standard should be addressed, but different providers may give different emphases to each component.
3. The provider should be able to identify at least two measures or categories of evidence associated with each claim.

F. CLAIMS AND CAUSES

The provider's case for meeting the CAEP Standards requires only evidence about the *status* of completers, not how well they perform in comparison to some other group, or in comparison to how much less they knew at some earlier points in the program (though external benchmarking is encouraged as part of the discussion of the results). The claims, in other words, should not be claims about the source of the completers' competence or how much it changed over the course of the program. Claims about *cause* and *growth* are encouraged and expected in connection with CAEP Standard 5 (Provider Quality Assurance and Continuous Improvement), but as a way of demonstrating the ongoing inquiry of the program faculty.

G. RATIONALE FOR THE ASSESSMENTS

The rationale section of the Inquiry Brief self-study presents the program faculty's arguments that (1) the assessments supporting each claim are likely to yield useful information about the claims, and (2) that the standards or criteria of successful performance on the measures are warranted.

The provider should describe its assessments in such a way that a reasonable person would conclude: *Yes, it makes sense that the measures selected are fitting, apt, and appropriate to test the claims*. *It makes sense, based on these measures, that the claims are (or could be expected to be) true*. In addition, the provider must make clear what level of performance it regards as sufficient and why that standard or criterion of success makes sense.

The rationale should also give the program's standard for its assessments and explain why the particular criterion indicates success is appropriate.

> **EXAMPLE: A rationale for the assessment of subject matter knowledge**
> The assessment (1) is tied to various program subject matter requirements, (2) has a basis and track record in the literature, (3) is empirically supported, (4) is practical and efficient, and (5) is otherwise a reasonable procedure for assessing subject matter knowledge.
>
> In the rationale, the provider gives its reasons and argument for using the measures it does. It addresses such questions as these:
>
> *1. Why do we think this measure indicates subject matter knowledge?*
> *2. How is this measure related to the teacher's competence to teach the subject matter?*
> *3. How does the measure align with the program requirements?*
> *4. Why would anyone think the measure has anything to do with subject matter knowledge?*
> *5. What are the limitations of the measure and what are its strengths?*
> *6. How did we figure out what the criterion of success is for the assessment (the passing score)? How do we know those who show certain traits, skills, scores, and behaviors understand the subject matter while those who don't show these things do not meet our standard for subject matter understanding?*

H. WRITING THE RATIONALE

The rationale is not simply a listing of the assessments (as presented in an appendix or an assertion that the provider measures the program's claims and goals, although it is partly that. It is an argument that gives the reasons for thinking the assessments are reliable, stable, and valid. Faculty members, if they are using an assessment for the first time and do not have a track record of experience with the assessment, may have some basis in the scholarly literature for thinking it will prove to be valid. And with regard to either established or novel measures, the faculty must specify and justify the cut score or minimum level of performance that it deems acceptable evidence of quality.

The rationale also provides the hypotheses that the faculty entertains in its inquiry into whether or not the assessments are valid. For example: Why do faculty members think Praxis II scores and grades in the major should be related? Why do they think assessments of student teaching should be related to grades in the methods courses? Are the faculty supervisors or cooperating teachers more accurate in their assessment of the candidate's teaching? Can the pupils of student teachers assess the quality of the student teacher's teaching?

I. WHY INCLUDE A RATIONALE?

Many educators and other professionals have legitimate concerns about the reliability and validity of the evidence available in the field of education. To satisfy *CAEP Standard 5*, the provider must have an ongoing investigation of the means by which it provides evidence for each component of *CAEP Standard 1*.

The investigation must accomplish two goals related to the assessment of candidate learning:
1. Support the choice of the assessments, particularly their links with the program's design, the program's goal, and the provider's claims made in support of the program goal.
2. Reduce the credibility of confounding factors associated with the evidence from which the faculty draws its inferences.

Finally, when a provider uses the same assessment to support several claims, the rationale has to make clear which components of the assessment instrument support which claims, and that the faculty's interpretations of parts of the instrument are valid. For example, observational ratings of interns or student teachers, which may be cited in support of multiple claims, may be a weaker indicator of subject matter knowledge than teaching skill, and vice versa, for course grades or license test results. The rationale would acknowledge these differences in the validity of the interpretations based on various components of the assessment instruments.

Section 3: Methodology
Section 3 describes indicates how each source of evidence is collected and how the quality of the evidence is assured.

For each source of evidence, the provider indicates:
- Who are the evaluators
- How evaluators are trained
- At what point candidates are assessed
- In what context candidates are assessed
- How reliability and validity (or consistency and trustworthiness) of the evidence is assured

Section 4: Results
Section 4 presents the outcomes of the assessments, organized by claim.

Note that the provider is likely to have used evidence specified in Standard 4 to make its case for accreditation, but even if it did not, it should report the results of these assessments in Section 4. If the provider has not linked Standard 4 evidence to a particular claim/Standard 1 component, it should report this evidence in a subsection entitled "Program Impact Evidence."

Note that if program impact evidence is used to support claims, it will be tagged twice.

Section 5: Discussion and Plan
Section 5 examines the implications of the assessment results, including plans for changes intended to result in improvement of processes or outcomes.

The provider should first discuss conclusions about the evidence with respect to each claim, then any conclusions about the overall program or its operation.

For each source of evidence, the provider should answer the following questions:
- What the reported results mean
- How results are used in improvement

If the evidence for Standard 4 has not already been discussed, the provider should discuss the results of this evidence in a subsection entitled "Discussion of Program Impact Evidence."

Section 6: References
In Section 6, the faculty should list published documents referenced in the Inquiry Brief self-study, using APA style.

INTERNAL AUDIT REPORT
Explain in an appendix what this is and why it is needed and where it fits in the scheme of things.

In the Internal Audit Report, the provider describes its quality assurance system, then devises and undertakes probes to verify that the system is working as designed.

The provider's quality assurance system should include mechanisms for ensuring the quality of the curriculum, faculty, resources, and facilities.

In addition, Standards 2 and 3 specify that the quality assurance system must include mechanisms for ensuring the quality of clinical partnerships and candidates. The mechanisms and probes of those mechanisms should align to the components of Standard 2 and Standard 3, respectively.

Finally, the provider must ensure that the quality assurance system includes mechanisms through which it:
- regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes as specified in Component 5.3, and
- assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence as specified in Component 5.5.

Again, as a distinctive feature of the Inquiry Brief Pathway, the internal audit warrants additional explanation, which follows below.

The Quality Assurance/Control System
Every institution/provider has a set of procedures, processes and structures—reporting lines, committees, offices, positions, policies—to ensure quality in hiring, admissions, courses, program design, facilities, and the like. It is the faculty's way to insure that it has the right curriculum, faculty, candidates, program design, etc. Together, these procedures and structures—people and the actions they take—function *de facto* as the provider's quality assurance system, which is used to set objectives and goals, achieve outcomes, measure success, and improve the program.

For example, in the typical quality assurance system the provider attempts to ensure and monitor faculty quality through recruitment and search procedures, workload policies, faculty development support, promotion and tenure procedures, post-tenure reviews, and so forth. It monitors candidate quality by admissions standards, support services, advisement, course grade requirements, student teaching reviews, state license requirements, institutional standards, hiring rates, and so forth. And it attempts to ensure and monitor the quality of the educator preparation program itself through committees and administrators who review course syllabi, student course evaluations, employer surveys, state program approval reviews, action research projects, and so on.

Ideally, each component in the quality assurance system is intentionally connected in a meaningful way, each informing or reinforcing the others. The people and actions they take result in program quality, and specifically, in improved candidate learning.

A provider seeking CAEP accreditation through the Inquiry Brief Pathway must describe and query its quality assurance system, asking if the individual components and the whole system actually function as intended. To meet this requirement, faculty members conduct an **internal audit** of the provider's quality assurance system to investigate whether the system's mechanisms have any influence on program capacity and on candidate learning and accomplishment.

The provider represents the internal audit—the process and the results—in the Internal Audit Report. The Internal Audit Report includes the following sections:
1. Description of the quality assurance system,
2. Description of the procedure followed in conducting the internal audit, and
3. Presentation of the findings, the conclusions that faculty draws from the findings, and a discussion of the implications for the program.

It is important to keep in mind that the internal audit is a description of what is, not a presentation of either what the program faculty thinks should be or what it thinks CAEP wants. The internal audit captures the quality assurance system at the moment—its strengths and weaknesses alike.

Writing the internal audit report

CAEP suggests that program faculty organize the internal audit report in the following way:

a. **Introduction**: The introduction to the Internal Audit Report explains who conducted the audit and how the plan for the audit was approved by faculty.

b. **Description of the quality assurance system**: The provider provides a visual and/or narrative description of components and agents of its quality assurance system.

c. **Audit procedures**: In this section, the provider describes how it conducted the audit, what evidence it collected, what trail it followed, how many elements (candidates, courses, and faculty members) it sampled and audited, and who participated in organizing and interpreting the findings. The provider members should provide a visual or tabular representation of the steps it took in its audit.

d. **Findings**: This section presents what the provider discovered about each part of the system.

e. **Conclusions**: Here the provider addresses two key questions: (1) How well is the quality assurance system working for our program, and (2) Is there evidence that the program was improved by the faculty's efforts and/or is there a plan to investigate whether the program was improved by actions the faculty and administrators take?

f. **Discussion**: In this section, the provider addresses several questions:
- What are the implications of the evidence for the system and the program?
- What are the faculty's conclusions for further action?
- What modifications, for example, will the faculty make in its quality assurance system and the provider as a result of the findings and conclusions of the internal audit?
- What investigations will the faculty undertake to test whether the actions taken in the system is enhancing the quality of the program and the quality of candidate learning in particular?

In the discussion section, the provider may also recommend ways to conduct the internal audit in subsequent years.

EVIDENCE

The evidence provided by the provider is the primary basis on which satisfaction of claims will be assessed and judged by the Inquiry Brief Commission. It is important that the evidence and the ways in which it is used are consistent with the Principles of "Good Evidence" in the CAEP Evidence Guide (Appendix I, p. 35-38). The content below presents some of the content from the Accreditation Manual regarding types of evidence that could be used to support claims of meeting the CAEP standards.

STANDARD 1
Underlying Concepts and Considerations

Standard 1 is constructed around content and pedagogical knowledge and skills as essential foundations for educator preparation. The evidence of candidates' proficiencies in these areas demonstrates the competence of exiting candidates, including their ability to draw on that knowledge so they demonstrate effective professional skills that foster P-12 student learning.

Standard 1 is constructed around content and content pedagogical knowledge as essential foundations for educator preparation.

- The definitions of knowledge and skills embedded in Standard 1 are those of InTASC, the Council of Chief State School Officers project that defined teacher standards.
- Component 1.1 identifies four categories into which InTASC groups its ten standards (i.e., the learner and learning; content; instructional practice; and professional responsibility) as the categories on which candidate's exiting proficiencies are to be demonstrated in provider self-studies.

Candidates' abilities to teach diverse students effectively, adapting their repertoire of skills as needed, is an overarching theme for Standard 1.

The remaining components of Standard 1 (1.2-1.5) are worded as responsibilities of providers to "ensure" that exiting completers have particular proficiencies. These include, specifically, use of research and evidence; applying content knowledge and skills found in other standards (SPAs, NBPTS, states, other accrediting bodies); preparation to teach, with all of America's diverse P-12 students, at challenging college and career levels; and applying technology in engaging ways to improve learning and enrich their professional practice.

Sample Measures and Types of Evidence for Standard 1

An array of available and diverse measures, including those used in previous accreditation practice, can serve as evidence of candidate competence, including but not limited to performance on:
- State licensure tests and standardized instruments such as the Education Teacher Performance Assessment (edTPA) and Praxis Performance Assessment for Teachers (PPAT) used as part of the culminating clinical experiences. Sub-scale or rubric review information would be selected to

respond to specific categories of the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

- Clinical observations, Specialized Professional Association national recognition reports, or state program approval reports could serve as complementary evidence where they are available.
- Provider-created, administered, and scored instruments are a large and obvious source as well. Providers may find data that informs one or more of the four InTASC categories embedded in lesson and unit plans, portfolios, teacher work samples, and videos for structured evaluations.
- Some collaborative groups have developed instruments, such as the "Renaissance project" portfolios with their scoring rubrics and accompanying validation studies. Data from these measures are disaggregated by specialty/ license area in the self-study.

Another category of evidence could be the provider's own end-of-major projects or demonstrations, or end-of-course tests. These would permit comparison of education candidate results with majors in the field, and could also indicate the rigor of content mastery.

The recognition of "college and career ready" preparation in Standard 1 is a particular challenge. Currently available measures are not well aligned with what beginning teachers need to know and be able to do in those subjects where there are rigorous common standards (mathematics, English language arts, science). Existing tests typically do not include item types in which candidates engage students in critical thinking and reasoning, demonstrate their ability to use assessments as a powerful tool for enhancement of learning, use evidence effectively to inform their teaching, and collaborate with peers.

The detailed measures that appear in the Appendix to the Accreditation Manual include two examples to fill this gap:
- first, evidence that the preparation curriculum is aligned with the expectations for completers who will be prepared to teach at the levels defined for college and career ready, and
- second, evidence that the provider is itself, or in collaboration with others, initiating plans for assessments of candidates that do have specific item types for measures of these skills.

Again, these are examples. Providers can use other measures that are equally effective in addressing college and career ready levels of preparation.

CAEP's own activities will provide two additional forms of evidence that can be considered in relation to Standard 1:
- The optional early review of instruments and scoring guides will provide a CAEP evaluation that is returned to the provider. The subsequent self-study will include the provider's description of their use of that evaluation, and any changes in instruments and the data from administrations with modified instruments.
- CAEP plans to administer its own surveys to candidates, faculty, and clinical educators (as well as employers after completers are on the job) that will be used by the Visitor Team as a corroboration of other evidence.

STANDARD 2
Underlying concepts and considerations

This standard addresses three essential interlocking components of strong clinical preparation: provider-P-12 partnerships, the clinical educators, and the clinical experiences. While research is not definitive on

the relative importance of these three components in producing effective teachers, nor on the specific attributes of each, there is a coalescing of research and practitioner perspectives: close partnerships between educator preparation providers and public school districts, individual schools, and other community organizations can create especially effective environments for clinical experiences. These partnerships should be continuously functioning and should feature shared decision-making about crucial aspects of the preparation experiences and of collaboration among all clinical faculty. The National Research Council 2010 report on teacher preparation noted that clinical experiences are critically important to teacher preparation but the research, to date, does not tell us what specific experiences or sequence of experiences are most likely to result in more effective beginning teachers.

Sample measures or types of evidence for Standard 2

The evidence examples for clinical partnerships and practice are framed around the two "supporting pillars" for the standard described above:

- Providers would establish a new form of evidence for partnerships related to component 2.1 to demonstrate shared responsibility for continuous improvement of preparation, common expectations for candidates, a coherent program across both clinical and academic components, and accountability for results in terms of P-12 student learning. The documentation would clearly indicate that both partners share in the responsibilities. Among these shared responsibilities would be the co-selection, preparation, evaluation, support, and retention of clinical faculty—that is, faculty from the provider, and faculty from the clinical setting.
- Closely related to the collaborative aspect of clinical experiences is evidence that high quality clinical educators are co-selected, prepared, evaluated, supported, and retained. Appendix A in the Accreditation Manual contains additional indicators that might demonstrate collaboration with regard to clinical faculty.
- The wording of component 2.3, on the clinical experiences, includes demonstration of candidates' development of knowledge, skills, and professional dispositions "as delineated in Standard 1." The self-study report can simply cross reference what the provider would have documented for Standard 1 about candidate competence.
- The evidence example for clinical experiences is framed in terms of what the provider has been able to learn from natural variation, or intentionally designed variations, across its own programs and different candidate placements. The provider would address the question: what is the relationship between the observed candidate outcomes and these differing clinical experiences? The "differing clinical experiences" would be along the dimensions stated in the Standard: "depth, breadth, diversity, coherence, and duration". It would consider the diversity of clinical experience settings and the opportunities for candidates to observe and apply the use of innovative teaching strategies and techniques.

The provider would reflect on the different patterns and try to determine whether the variations occurring within their own organization can lead them toward conclusions about what works relatively well, or not so well, and what the implications might be for the future.

STANDARD 3
Underlying concepts and considerations

Standard 3 is motivated by the need for providers to develop a strong applicant pool so they can be more selective, not only in relation to a candidate's intellectual capacity but also in other attributes, such as grit and drive to overcome challenges on the job. The standard and its admissions criteria

component 3.2, are based on cumulating and stable findings over several decades that indicate that student learning is strongly associated with the academic ability and achievement of teachers. The standard and its recruitment component 3.1 also reflects evidence that students in preschool through high school are best served by an educator workforce that broadly represents the same wide and growing diversity we see in our student population.

Those conclusions from research and from a judgment come together to frame the concepts in each of the six components of Standard 3, and they motivate the several alternatives embedded in the Standard and its components:

- (component 3.1) Because there should be a more diverse pool of completers prepared for teaching; providers need to take on a responsibility to recruit them.
- (3.2) Because there is a need to bring qualified candidates into the teaching profession, admission requirements should focus on academic ability of this pool. The standard also allows for alternative criteria because there may be more than one set of effective strategies toward a teaching workforce that is both talented and diverse.
- (3.3) The Standard supports a widely shared view in the profession that non-academic factors are important, too, in judging the qualities that educators should attain and exhibit and that these factors often are developed during the experiences of candidate's preparation.
- (3.4) There should be explicit attention, all through preparation, to the quality of candidates and completers, and academic ability and achievement are a specific goal.
- (3.5) Exit requirements from the program should set a high standard for content knowledge and ability to teach effectively with positive impacts on P-12 student learning and development.
- (3.6) All those completing a program should be prepared to enter the classroom grounded in the expectations of the profession, codes of ethics, standards of practice, and relevant laws and policies.

CAEP employed the available research to guide these provisions of the Standard. At the same time, the research is not definitive on the range of candidate characteristics that produce effective teachers. For that reason, component 3.2 offers three alternative ways to meet its goal:

- The stated "CAEP minima" are a GPA of 3.0 and performance on a normed test of academic achievement/ability in the top 50%. SAT, ACT, and GRE are examples of normed tests, but AP and IB results, Miller Analogies, college end-of-course assessments, and other tests may be appropriate as well. The CAEP Board has directed commissioning of a study to inform the Board about what should be done in implementing admissions requirements above 50% and under what timeline. Pending completion of that study and further Board action, scheduled for December 2015, levels stated in the Standard as the top 40% in 2018 and 2019, and top 33% in 2020 are not being implemented.
- Alternative 1 refers to an opportunity for states: "If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/ achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.
- Alternative 2 is addressed directly to providers: "Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development."

Sample measures or types of evidence for Standard 3

Examples of evidence for Standard 3 includes the following for components 3.1 and 3.2:
Component 3.1
- As a new form of accreditation evidence, expectations for a recruitment plan would be phased in along the timeline set by CAEP policy, with plans expected for self-studies submitted in 2014 or 2015, and plans plus initial implementation steps in 2016 and 2017. See Appendix A on page 84 of the Accreditation Manual. This recruitment plan can address the provider's commitment to accept a responsibility for recruitment into the educator preparation program. A plan could contain:
    - explicit selection factors used by the provider in its admissions process;
    - recruitment strategies to draw diverse talent into the program;
    - documentation of market-based factors, including the employment opportunities that will be available to completers;
    - knowledge of important academic and non-academic factors for current candidates and targets to reach new goals over time over time.
- The year-by-year data collected against such a plan provides an accumulating record of the program's path toward its goals.
- Evidence or case studies that demonstrate that they are producing candidates that have positive impact on P-12 student learning, even if they admit students who do not meet the GPA/tests thresholds.
- All of this information would be disaggregated by race, ethnicity, gender, and other background characteristics.
- Providers would provide information about actual admissions criteria. They would report each year on the cohort GPA (3.0 or above is the CAEP minimum for the cohort average), and on normed national tests of academic ability. "Cohort" refers to the average for a group of candidates admitted during a particular time period (e.g., over a semester prior to their enrollment), or that begin at the same time (e.g., fall semester).

Component 3.2: CAEP minima
- The SAT and ACT are examples in component 3.2. Other measures of academic achievement or ability that could meet the "CAEP minimum" might include Advanced Placement, International Baccalaureate, or similar challenging academic measures that are administered to large pools of applicants.
- For admissions at the junior year level, college GPA would be pertinent, along with measures of academic achievement administered during college—especially if those measures can be scaled against national test taker pools by end-of-course of other standardized instruments.
- For admissions at the graduate level, the "CAEP minimum" should be interpreted as referring to college GPA and the normed test might include GRE, MAT, and other college level indicators. (NOTE: CAEP policy for Advance Preparation Program standards at the graduate level use 3.0 college GPA *or* (not and) the 50th percentile on the GRE. See p. 7 at this URL: http://caepnet.files.wordpress.com/2014/08/caep_standards_for_advanced_programs1.pdf
- In addition, an EPP could substitute alternative criteria for admissions, as stated CAEP component 3.2. Evidence would include data for admitted candidates compared with the criteria, monitoring of implementation year by year, and analysis of results in terms of P-12 student learning.

STANDARD 4
Underlying Concepts and Considerations

Standard 4 addresses the results of preparation in terms of impact when completers are on the job. The standard especially emphasizes impact on P-12 student learning, as measured in multiple ways, but has a suite of related foci in classroom instruction and completer and employer satisfaction. The 2013 Standards draw from the principles of the Baldrige Education Criteria, which stipulate that any organization providing education services must know the results of those services.

The measurement challenges, while substantial and controversial, continue to evolve and CAEP points to two documents, in particular, that may help to guide providers:

• CAEP's web resources contain a report from the American Psychological Association on use of assessments, observations, and surveys in educator preparation, including use of P-12 student learning information as part of teacher evaluations.

• The CAEP Evidence Guide (p. 30-34) describes options for measuring P-12 student learning in both pre-service and in-service situations, and in states that make various forms of value-added data in teacher evaluations available to providers and those that do not.

Among the Standard 4 measures are ones for which the Gates' supported Measures of Effective Teaching (MET) study has found a strong correlation with P-12 student learning. Teacher observation evaluations and student surveys can each inform questions about the completer's teaching behaviors and interactions with students. And the remaining two components, 4.3 and 4.4, examine satisfaction of completers and employers with preparation—again, providing important, highly relevant information for providers to use in analyzing the consequences of their preparation courses and experiences. Finally, information on completer persistence and employment milestones can indicate career orientation and paths of progress that providers can use in their future plans and actions.

Measures or types of evidence for Standard 4

The challenge to each provider is to share information that is relevant and direct about the progression of P-12 students who are taught by their completers.

- Many providers will have no access to state teacher evaluation data that includes "value added" or "student growth" measures linked to those teachers, and even where such data are available, they will cover only teachers of the subjects and grades in which student performance is measured and modeled for evaluations.
- In most situations, then, providers need to devise their own ways to design and construct such evaluations. The "case study" methodology described in CAEP's Evidence Guide is one resource to tap.
- Providers may find it both promising and rewarding to develop case studies in collaboration with other providers, with local school districts, across similar institutions, or in concert with alternative education preparation providers.

When value added or similar data are available from the state:

- Those results must be included in the provider's self-study.
- A section of CAEP's Evidence Guide provides details on provider understanding of the characteristics of the State data and how they are prepared, and then performs its own analysis of those results.

- Note that providers need not necessarily use the results in making their case for meeting Standard 4. They may prefer to use the kind of case study plan, its implementation, and the eventual results as their response.

Classroom observation protocols, such as those studied in the MET project, are appropriate for teacher observations, while the Ron Ferguson "Tripod" surveys of students, and perhaps burgeoning commercial versions of such surveys, can provide important diagnostic information about teaching.

While satisfaction surveys have been administered in connection with accreditation for many years, they typically have poor response rates, and designs that ask for sweeping opinions without descriptive feedback that would help providers improve their courses and clinical experiences.
- However, states are currently finding that teacher and employer surveys could be highly useful for them in administration of their own program approval responsibilities.
- If more and more states adopt that perspective, then the opportunities for surveys covering similar topics, and that offer both higher response rates and descriptive information for providers, may increasingly be available.
- In addition, CAEP-conducted surveys of clinical educators, faculty, employers, and candidates are in development. These could provide confirming information as well.

STANDARD 5
Concepts and Considerations

This standard focuses on the extent to which the leadership and management of educator preparation providers uses its quality assurance systems to support continuous improvement. It is written as a way to adapt principles stated in the Baldrige Education Criteria that are followed by successful education organizations. Those principles give particular weight to the maintenance of a quality assurance system and to the use of the output from that system for purposes of continuous improvement.

- The quality assurance system handles multiple measures, monitors candidate progress, the achievements of completers, and the operational effectiveness of the provider.
- The "multiple measures" are comprehensive, purposeful, and coherent.
- The provider routinely constructs new measures, investigates existing measures, and uses data from measures to ensure that the quality assurance system is relying on relevant, verifiable, representative, cumulative, and actionable measures.
- The data are regularly used. The provider assesses performance in relation to its goals and standards; follows results over time; conducts tests of changes made in courses, selection, or clinical experiences; studies natural variation across the different preparation programs it offers; then uses the results to improve program elements and processes. The provider searches for measures of impact, comparisons, benchmarks, and other indicators to judge its progress and status. And, finally, it involves stakeholders in its internal evaluations, generation of improvements, and identification of models to emulate.

Sample measures or types of evidence for Standard 5

Provider evidence for Standards 1-4 constitutes a significant demonstration of the capabilities and performance of the quality assurance system. Documentation of how data are collected, analyzed, monitored, reported, and used are additional and unique evidence for Standard 5.

Continuous improvement is demonstrated by evidence of:
- regular and systematic data-driven analysis and appropriate changes to the provider's programs as needed
- evidence that changes are grounded by research and evidence from the field as well as data analyses from the provider's own system
- the provider's investigations of the effects of changes, determining whether they are, in fact, improvements, using "Plan, Do, Study, Act" or other appropriate procedures.

Self-study reports include an analysis of results from monitoring and using CAEP's eight annual reporting measures, with trends, comparisons, benchmarks, and indication of changes made in educator preparation providers' curricula and experiences, resource allocations, and future directions. Stakeholder involvement is specifically demonstrated in decision-making, use of results, program evaluation, and defining and implementing improvements.

The provider's responses to the CAEP optional review of instruments is also included in the self-study report for Standard 5.

More Examples of Evidence

The chart that follows provides a summary listing of evidence examples that are described in the long table of The Accreditation Manual Appendix. As an illustration of the new and different types of measures under CAEP's standards, the examples are categorized as "usual measure or evidence" or "new/different measure or evidence." This distinction is a general one, and some providers may previously have provided evidence similar to various examples in the right hand column. But, in general, the chart shows that there are a dozen examples that have often appeared in accreditation self-studies, but three times that many "new/ different" examples implied by the 2013 Standards.

Examples of Usual and New/Different Measures or Evidence

COMPONENT NUMBER	USUAL MEASURE OR EVIDENCE (12 measures)	NEW/ DIFFERENT MEASURE OR EVIDENCE (36 measures)
1.1	Provider-created measures: Evidence from such provider-created instruments as observations, lesson and unit plans, portfolios, teacher work samples, dispositions surveys. provider GPA for specific courses, compared with non-candidate IHE students in same courses Provider pre-services measures of P-12 student learning Provider capstone assessments sampling multiple aspects of teaching—P-12 learning, lesson plans, teaching artifacts, examples of student work, videos State measures: State licensure tests	Other examples such as: Any relevant state surveys or assessments Provider end-of-major projects or demonstrations; end of key course tests Massachusetts Tests for Educator Licensure; Connecticut Foundations of Reading GRE field tests; ETS major field tests [Process for CAEP Early Instrument Evaluation of assessments and scoring guides is relevant here as well]
1.2	edTPA and/or PPAT Provider-created evidence (sources such as are listed in 1.1)	

COMPONENT NUMBER	USUAL MEASURE OR EVIDENCE (12 measures)	NEW/ DIFFERENT MEASURE OR EVIDENCE (36 measures)
1.3	SPA program reports and national recognition if available; other accreditation recognition (e.g., CACREP, Montessori) or state approval	Number of Board certified program completers
1.4		Curricular alignment on college and career ready, including assessment of candidate proficiencies Candidate performance assessment evidence
1.5	Clinical experience observations Evidence of use of technology	
2.1		Evidence of functioning partnerships—shared responsibility, common expectations, coherence across preparation, accountability for results
2.2		Evidence of co-selection, preparation, evaluation, support and retention in clinical faculty
2.3		EPP documentation of clinical preparation "depth, breadth, diversity, coherence, and duration"
3.1		Recruitment plan with base-points and progress toward explicit goals for gender, ethnicity, race, academic ability Actual results toward goals
3.2		Admissions criteria for GPA and results Admissions criteria for normed test and results Junior year admissions include college GPA Graduate level admissions include college GPA and Normed test such as GRE or MAT State normed assessments demonstrating a correspondence with nationally normed assessments Alternative criteria and case study
3.3		Nonacademic factors in admissions and during preparation, evidence-based and monitored Case study of results
3.4		Candidate progress at two or more points during preparation, including P-12 learning evidence during pre-service
3.5	[covered in component 1.1]	[covered in component 1.1]
3.6		Curriculum and state measures of topic knowledge on special education laws, code of ethics, professional standards
4.1		Multiple measures of impact of completers on in-service P-12 student learning growth (such as VAM if available) Case studies for omitted grades and subjects
4.2		Classroom observation evaluations, P – 12 student surveys
4.3		Employer satisfaction with preparation Persistence of completers in employment in positions for which prepared
4.4		Completer satisfaction with preparation

COMPONENT NUMBER	USUAL MEASURE OR EVIDENCE (12 measures)	NEW/ DIFFERENT MEASURE OR EVIDENCE (36 measures)
5.1	Evidence offered, and qualities of that evidence, for self-studies as evidence of capacity of system	Quality assurance system data capacities, coherence of system
5.2		Evidence of validity of use of data; convergence across multiple measures; agreement across raters
5.3		Regular and systematic data-driven changes; monitoring of results; use of results to improve; trying innovations
5.4		Use of impact and outcome data from eight annual measures; follow trends; implications for provider
5.5		Involvement of stakeholders in sharing, decision making, evaluation, defining improvements

As illustrated by the above table, making a case for meeting the CAEP standards requires new forms of accreditation evidence. Therefore, addressing components requiring new/different measures or evidence first necessitates that these measures be designed and/or implemented—that is, "plans" are the first step. The most frequently mentioned plans in the 2013 Standards are described as "case studies," purposefully designed investigations of innovations or piloting or trials of particular interventions in preparation. Examples of this type of plan include development of assessments on college and career ready preparation under component 1.4; use of alternative admissions criteria under 3.2 or non-academic factors under 3.3; or evidence of candidate impact on P-12 student learning under 4.1. But "plans" are also appropriate for the partnership arrangements under components 2.1 and 2.2; recruitment efforts under 3.1; and involvement of stakeholders under 5.5. The CAEP Evidence Table in this Appendix indicates each instance where plans would be accepted as the initial implementation of CAEP standards.

CAEP Evidence Phase-In Schedule							
	If provider selected to be an early adopter of CAEP standards		New CAEP standards required for all accreditation self-studies, reviews, and decisions				
If your next accreditation self-study is submitted in calendar year→	2014	2015	2016	2017	2018	2019	2020
1. General Phase-In Policy for Acceptable Forms of Self-Study Evidence. *Pertains To:* Topics in the CAEP standards requiring evidence not previously expected. Topics are designated in the CAEP Evidence Table as follows: "PHASE-IN APPLIES"	**Plans** (Progress data submitted in subsequent provider Annual Reports)	**Plans** (Progress data submitted in subsequent provider Annual Reports)	**Plans + evidence of progress** (Progress data submitted in subsequent provider Annual Reports)	**Plans + evidence of progress** (Progress data submitted in subsequent provider Annual Reports)	**Evidence guidelines fully in place**	**Evidence guidelines fully in place**	**Evidence guidelines fully in place**
2. Standard3: 3.2 Phase-in of Performance on a Nationally Normed Assessment of Academic Ability Achievement/Ability *Pertains to:* Admitted candidate group average performance on nationally normed achievement/ ability assessments; e.g., SAT, ACT, GRE	**Report performance or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**	**Report performance or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**	**Top 50% or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**	**Top 50% or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**	**Top 40% or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**	**Top 40% or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**	**Top 33% or 3.2 Alternative 1 can be used or Alternative 2 criteria can be used, validated through investigation**

3. The 8 Annual Reporting Measures Phase-In Implementation *Pertains to:* Program impact (Standard 4), including: P-12 student learning, teacher observations/ student surveys; employer satisfaction/ persistence; and completer satisfaction—these will benefit from new state data bases (already available in some states) for consistency and completeness, and be cost effective for Providers + Program outcome, including: licensure, completion, and hiring rates; and consumer information (encouraged but not part of accreditation) CAEP requests for 2016 and beyond will be revised to improve utility, feedback to providers, increase actual data reported, and set triggers to alert potential areas of concern.	**Data on completion, licensure and employment** (consistent with Title II and/or PEDS) **– provider reporting is *optional* for 4 of the 8 measures**	**Data on completion, licensure and employment** (consistent with Title II and/or PEDS) **– provider reporting is *required* for all 8 measures**	Jan. 2016 CAEP request	Jan. 2017 CAEP request	Jan. 2018 CAEP request	Jan. 2019 CAEP request	Jan. 2020 CAEP request

*In a February 13, 2015 CAEP Board action, implementation steps for the normed test criteria in 2018-2020 are deferred pending a Board study and additional action scheduled for December 2015.

SESSION ONE: CONDUCTING THE INQUIRY BRIEF SELF-STUDY

1(A) CREATE AN INVENTORY THE EVIDENCE (Appendices YY/E and ZZ/F)

Examine assessments

As a first step, it is useful to examine in depth all the assessments that the EPP has available:

- Which ones provide evidence that the EPP prepares knowledgeable and effective educators – and which ones do not?
- Which ones specifically provide evidence that the candidates know the subject(s) they will teach, know pedagogy, and know how to teach a variety of students effectively – and which ones do not provide that evidence?

Faculty should take the time to explain **why they think it is reasonable to use** the particular measures of candidate learning they have selected. Faculty may believe that such measures as grades in the major courses, scores on Praxis II, scores on the state curriculum tests, scores on the GRE subject matter test, grades on the senior thesis in the major, cogency of the candidates' lesson plans in their subjects all suggest that teacher education candidates know their subject matter. If faculty believe this, then they would also expect that these measures would be related to each other. Candidates who score well on one measure should score well on the others and vice versa. These expectations should also be checked.

Faculty should also examine *how* the assessments are administered. The information collected at this time should include instructions given to the assessors and any training that is provided to them that is designed to increase the reliability and validity of the assessments. Having this information will help faculty assemble a full picture of its assessments. Later, during the site visit the visiting team will need this information also. They will inspect the assessment instruments, the instructions to the assessors, and any training materials associated with the assessments. Also, you will need a copy for each of your local assessments for **Appendix ZZ/F**, so this is a good time to create that appendix.

Exercise 1: Measures that will yield evidence: Below is a list of hypothetical measures taken on candidates in a program. Indicate the column in which each could be included in the table for Appendix YY/E (on the next two pages), or whether the measure is even appropriate to use as evidence:

1. Mid-term exams given in Professor Nolen's methods class
2. SAT scores of candidates
3. Rate of students who are from out-of-state
4. Grades in a technology class
5. "Pop" quizzes given in the educational psychology course
6. Ratings assigned to candidates in student teaching by university supervisors
7. Self ratings by candidates of their ability to work with diverse students
8. Rate of graduates who become nationally board certified
9. Grade point averages of candidates in electives
10. GRE subject matter test results
11. Drop-out rate from the program
12. Pass rates on license tests
13. Program students' mean IQ scores

Inventory: status of evidence from measures and indicators for *Quality Principle I* of the IB Commission				
Type of evidence	**Available and in the *Brief*[2]**		**Not available and Not in the *Brief***	
Note: items under each category are examples. Program may have more or different evidence	**Relied on** Reasons for including the results in the *Brief* Location in *Brief*	**Not relied on** Reasons for not relying on this evidence	**For future use** Reasons for including in future *Briefs*	**Not for future use** Reasons for not including in future *Briefs*
Grades				
1.Student grades and grade point averages				
Scores on standardized tests				
2. Student scores on standardized license or board examinations				
3. Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude				
4. Standardized scores and gains of the program graduates' own pupils				
Ratings				
5. Ratings of portfolios of academic and clinical accomplishments				
6. Third-party rating of program's students				
7. Ratings of in-service, clinical, and PDS teaching				
8. Ratings, by cooperating teacher and college /university supervisors, of practice teachers' work samples.				

---

[2] Assessment results related to CAEP Standard 1 or Quality Principle I that the EPP uses or reports elsewhere must be included in the *Brief*. Evidence reported to the institution or state licensing authorities, or alluded to in publications, websites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, admission), admission test results (if they are used), hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

Rates					
9. Rates of completion of courses and program					
10. Graduates' career retention rates					
11. Graduates' job placement rates					
12. Rates of graduates' professional advanced study					
13. Rates of graduates' leadership roles					
14. Rates of graduates' professional service activities					
Case studies and alumni competence					
15. Evaluations of graduates by their own pupils					
16. Alumni self-assessment of their Accomplishments					
17. Third-party professional recognition of graduates (e.g., NBPTS)					
18. Employers' evaluations of the program's graduates					
19. Graduates' authoring of textbooks, curriculum materials, etc.					
20. Case studies of graduates' own pupils' learning and accomplishment					

Exercise 2a **(for Teacher preparation) How the evidence listed in Appendix YY/E aligns to the IB Commission system**: With a colleague, complete the table below, noting the assessments the program uses to measure outcomes, and making the case that the assessments for each outcome are valid. Note that the claims do not need to be made individually, but each outcome should be measured distinctly so they are separated in the table.

Developing a rationale for assessments, part 1

Outcome Our graduates meet the…	Measures	Evidence that the measures are valid
Claim related to learners and learning		
Claim related to subject matter content		
Claim related to instructional practice		
Claim related to professional responsibility		
Claim related to use of research and evidence		
Claim related to standards-based instruction		
Claim related to CCR for all P-12 students		
Claim related to cross-cutting theme of diversity		
Claim related to cross-cutting theme of technology		
Claim related to completer impact on learning		
Claim related to completer instructional practice		
Claim related to employer satisfaction with preparation		
Claim related to completer satisfaction with preparation		

Exercise 2b repeats this activity for advanced programs. Since these are not yet up for review, this activity is not included in this version of the workbook.

Exercise 3a **(for Teacher education) Identifying the program's standard:** With a colleague, complete the table below, noting the assessments the program uses to measure outcomes, and cite the program's standard for success on the measure, how was the standard determined and why is it appropriate. Note that if there are multiple measures for a claim, the passing score or acceptable rating should be indicated for each measure.

Developing a rationale for assessments, part 2

Outcome Our graduates meet the…	Measures	What is the program's standard for success on the measure and why is it appropriate?
Claim related to learners and learning		
Claim related to subject matter content		
Claim related to instructional practice		
Claim related to professional responsibility		
Claim related to use of research and evidence		
Claim related to standards-based instruction		
Claim related to CCR for all P-12 students		
Claim related to cross-cutting theme of diversity		
Claim related to cross-cutting theme of technology		
Claim related to completer impact on learning		
Claim related to completer instructional practice		
Claim related to employer satisfaction with preparation		
Claim related to completer satisfaction with preparation		

Exercise 3b repeats this activity for advanced programs. Since these are not yet up for review, this activity is not included in this version of the workbook.

Exercise 4: Below are listed some "local instruments" that might be used by the faculty and placed in Appendix ZZ/F. Circle the number(s) of the options that would likely be inappropriate for inclusion in the *Brief*.

1. A 10 minute quiz administered in a required Educational Psychology course in the program.
2. The rubrics that cooperating teachers use to conduct their evaluations of student teachers.
3. A description of the State test required of all candidates seeking state licensure.
4. A survey administered to graduates as they exit the program.
5. A prompt for writing lesson plans that is a standard program assignment across all methods courses.
6. Observation forms used by University/College supervisors during the time they supervise student teachers.

List some examples of local instruments you might include in Appendix ZZ/F not cited in the first six options.

1(B) GATHER INFORMATION ABOUT THE PROGRAM (Appendices B, C, and D)

APPENDIX B: INSTITUTIONAL COMMITMENT

Exercise 5: Commitment: Is your institution committed to your educator preparation program? On a scale of 1-10 (with 10 indicating full commitment), how committed is your institution to your program? How do you know? List some signs that prompt you to give the rating you did. Discuss your ratings and reasons with your colleagues.

<div align="center">1 2 3 4 5 6 7 8 9 10</div>

Exercise 6: Commitment: Predict where your EPP's statistics would be superior, the same, or inferior to the norm at your institution. Working with a colleague, write *Equal to*, *Higher than*, or *Lower than* in each cell of the last column of the table below.

Capacity dimension	EPP	Institutional norm for similar programs	Analysis of differences
Curriculum[7] (TEAC QP 2.2.1 or 3.1.1)			
Faculty[8] (TEAC QP 2.2.2 or 3.1.2)			
Facilities[9] (TEAC QP 2.2.5 or 3.1.3)			
Fiscal & administrative[10] (TEAC QP 2.2.6 or 3.1.4)			
Student support[11] (TEAC QP 2.2.7 or 3.1.5)			
Student feedback[12] (TEAC QP 2.2.8 or 3.1.6)			

[7] E.g., total number of credits for graduation, grade requirements, number of credits in the major
[8] E.g., proportions of terminal degrees, genders, races, etc., research support per faculty member, workload composition, balance of academic ranks, promotion and tenure standards
[9] E.g., allocated space and equipment, support facilities, special facilities
[10] E.g., cost/student, staff compensation, scholarships, proportion of administrators/support staff
[11] E.g., counseling, advisement, media/tech support, career placement
[12] E.g., proportion of complaints about program, course evaluation ratings

Exercise 5 helps you begin to make your argument for your institution's commitment to the EPP. The expectation is that the EPP has parity with others in the institution. If the EPP is treated differently, you will need to think about why that is the case.

Exercise 7: Commitment: Assume you have verified the evidence for each of the statements below. Now consider whether you would want to probe further any of the following findings. Do they indicate commitment, or are there alternative interpretations you can think of that do not signify commitment and that you want to check with additional internal audit tasks? Circle the numbers of those findings for which you think there may be other interpretations that require additional audit probes on your part. Be ready to defend your selections.

1. The EPP has a higher proportion of part-time faculty than the institution as a whole.

2. The EPP has a higher proportion of assistant professors than the institution as a whole.

3. The EPP charges less tuition for its teacher education graduate program than for other graduate programs in the institution.

4. The EPP is one of three programs in the strategic plan adopted by the trustees.

5. The average length of service of EPP faculty is less than the average for faculty in other programs within the institution.

6. Candidates in the EPP file fewer complaints per capita than students in other programs.

7. The EPP receives the same per faculty budget allotment as other programs.

8. The candidates in the EPP rate their courses higher on average than students in other programs rate their courses on average.

9. The EPP has more secretarial staff than other similar departments.

10. More credits are required in the EPP's licensure areas than any other undergraduate program.

There may be a perfectly sound reason, unrelated to commitment, for your rating. The EPP, for example, may have proportionally fewer full professors than the institution as whole, but the reason may be that a large number of retired full professors have been replaced by new assistant professors. Or the EPP may have proportionally more part-time faculty than the institution as a whole. This may result from a lack of commitment to the EPP because your institution is seeking to minimize its costs, or it may be because there are sound reasons why the quality of the program is enhanced by proportionately more faculty members with *real world* and *practical* knowledge.

Circle any "lower than" rating in Exercise 6 that can be explained as indicating something other than a lack of commitment and use the space below for your notes on these items.

Instances when the EPP rated "lower than" the institutional norm	Explanation

Exercise 9: If you found the following, what argument would you make and what additional information would you seek in your inquiry? Write your response below.

> The education department average salary for 2013-14 was $42,453 and the average for faculty in the college whose service (2 years) equaled the EPP faculty's service was $49,690. The difference was explained on the basis that some recent hires in other departments were a minority faculty member and faculty in computer science and in mathematics, all hires affected by competitive market factors.

Exercise 10: Parity. With your colleagues, select one capacity dimension (curriculum, faculty, facilities, resources, fiscal and administrative, support services, policies and practices) and outline a plan for presenting evidence to show that your program conforms to the norms for similar programs at your institution. Be prepared to present your plan to the whole group.

APPENDIX B: PROGRAM CAPACITY

References to institutional documents for each requirement

Elements of Program Capacity	Program's reference to documentation/hyperlink for each requirement
Curriculum	
Document showing credit hours required in the subject matter are tantamount to an academic major	
Document showing credit hours required in pedagogical subjects are tantamount to an academic minor	
Faculty	
Majority of the faculty have a terminal degree (major or minor) in the areas of course subjects they teach	See Appendix C
Facilities	
Documents showing appropriate and adequate resources	
Fiscal and Administrative	
Documents attesting to the financial health of the institution	
Documents showing program administrators are qualified for their positions	
Documents showing resources are adequate to administer the program	
Candidate Support	
Documents showing adequate student support services	
Documents showing the drop-out and program completion rates	
Policies	
Documents showing an academic calendar is published	
Documents showing a grading policy is published and is accurate	
Documents showing there is a procedure for students' complaints to be evaluated	
Documents showing that the transfer of credit policy is published and is accurate.	
Program provides for student evaluations of courses.	
If appropriate, documents showing that the program has the capacity to ensure the timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment and documents showing that a process to verify the identity of students taking distance education courses is used by faculty teaching the distance education courses.	

APPENDIX C: FACULTY QUALIFICATIONS

The EPP undoubtedly believes its faculty members are qualified for their assignments and the IB Commission asks only that the EPP summarizes the evidence upon which it relies to substantiate its belief that faculty members assigned to the program are qualified. The evidence can be efficiently summarized in a table. For each faculty member, the entries in the table might include the following information, any item of which may be omitted if the item is not related to the qualifications the program truly values:

1. Current academic rank and title at the institution,
2. Highest degree,
    2a) Institution that granted the highest degree,
    2b) Year the degree was granted,
    2c) Field of the degree,
3. Tenure status,
4. The number of scholarly publications,
5. Number of years at the institution,
6. Leadership and professional service activities, and
7. The course numbers of the courses the person is regularly assigned to teach in the program.

Faculty may choose to provide other information that the program values and that it feels represents the quality of the program faculty: for example, the number of awards the person has received, grants, editorial board memberships, public school teaching experience or national board certification. The EPP faculty, in other words, are free to create a table with different entries as long as it accurately represents the quality of the program faculty and its suitability for the assignments and responsibilities in the program. The qualifications the program cites, however, must also be consistent with the faculty qualifications the institution uses to hire, promote, and review faculty.

Exercise 11: Determine who the EPP will include as faculty members assigned to the program (full-time, part-time, adjunct, and/or clinical). List the categories that will be included in the Appendix C table describing faculty qualifications. Programs sometimes make separate tables for different categories of faculty, others combine them into one table. A CAEP table shell will also be available for listing field supervisors and cooperating teachers who are not employed by the institution that employs the program faculty.

Sample Appendix D:
Alignment of the course requirements for the two secondary program options

Note: This table assumes that the *Brief* has previously explained that all Secondary candidates take a common set of general education, education foundations, methods, and field placement courses, with two additional subject matter specific courses in pedagogical and instructional. [The other options offered by the EPP are not depicted in the sample]

Program Option		Content Knowledge	Pedagogical Knowledge	Instructional Skill
		Course Name & Credit Requirements	*Foundations/ Methods Courses*	*Methods Courses/ Field Placements*
Secondary	*Common*	Foreign Languages (4)	EDUC 100 (1)	EDUC 299 (2)
		Writing (4)	EDUC 101 (4)	EDUC 399 (6)
		Religion (4-8)	EDUC 201 (4)	EDUC 499 (6)
		Art or Music (2-4)	EDUC 202 (4)	
		History (4)	Secondary Capstone (1)	
		Literature (4)		
		Philosophy (4)		
		Math (4-8)		
		Science (4-8)		
		Social Science (8-12)		
Biology	*Teaching Area*	General Biology (8)	EDUC 301A (2)	EDUC 302A (2)
		Chemistry (8)		
		Genetics (4)		
		Biology (22 additional)		
		Electives (20)		
		Biology Capstone (2)		
History	*Teaching Area*	American History (8)	EDUC 301B (2)	EDUC 302B (2)
		European History (8)		
		Non-American, Non-European History (8)		
		Political Science (4)		
		Economics (2)		
		(8) additional in History or Political Science		
		History Capstone (2)		

Table formats can vary, but please try to avoid formats that place all course names in a single cell *with text wrapping rather than line breaks* between course names. As shown here.

Competencies:
Health & Wellness (1-4) Writing (0-4) Foreign Languages (0-8)
Faith Foundation:
Bible & Christian Theology (4,4)
Culture:
Art or Music (0-4) History (4) Literature (3-4) Philosophy (3-4)

Format for Appendix D for Teacher education

Standard 1 or Quality Principle I components	Program option requirements that address Standard 1 and state subject matter and pedagogical standards for: _____					State standard number	Professional association standard number
	Required courses	Field work requirements	Admissions requirements	Portfolio requirements	Exit requirements		
Cross-cutting theme: *Technology*							

The program is free to tailor the column headings to its particular requirements for each of its program options. For example, a program might have made the following provisions for subject matter knowledge in its program requirements for math teachers: the state may have some math standards the program names, the program may have adopted the subject matter standards of NCTM, certain math courses are required and named, some field work may require math lessons and units, for admission the program may require a math aptitude test score, some prerequisite math courses, a portfolio may require work samples of math lessons and their assessment by the student teacher, and finally the program may require some exit survey on math preparation and knowledge or some standardized math test (e.g., Praxis II). All of these requirements would be cited in the cells in the table above either directly and/or by reference to some other document. A program may have requirements of a different kind from those in the column headings above to address Standard 1 or *Quality Principle I,* etc. and these should be cited either by substitution or addition.

1(C) EXAMINE THE QUALITY CONTROL SYSTEM (Appendix XX/A)

Exercise 13: Note which parts of your EPP's quality control system yield information about candidate learning, valid assessment of candidate learning, faculty and institutional learning, and EPP capacity for quality.

Ask yourselves the following questions:

a) What procedures or mechanisms does the EPP rely upon to make sure faculty members in the program are competent?

b) What procedures does the EPP rely upon to make sure the program's courses are current, rigorous, and aligned with program goals?

c) What procedures or mechanisms does the EPP rely upon to make sure candidates are capable of meeting the high standards of the program and are likely to graduate on time?

d) What procedures or mechanisms does the EPP rely upon to make sure that the teaching in the program is of high quality?

e) What procedures or mechanisms does the EPP rely upon to make sure that the classrooms in which courses are delivered are appropriately equipped?

f) What procedures inform the faculty about candidates' performance on measures sensitive to the CAEP Standards/IB Commission's quality principles and cross-cutting themes?

g) What procedures provide faculty with evidence about EPP quality that prompts consideration of program changes and improvements?

h) What procedures or mechanisms does the EPP rely on to insure that most candidates complete the program and secure a professional position?

i) What procedures or mechanisms does the EPP rely on to insure that the faculty develop professionally and stay current in their fields?

Exercise 14: Elements of the Quality Control System. Use the space below to sketch out the principal components of the quality control system relevant to **your** EPP. Focus on the quality associated with students, faculty, curriculum, field experiences, advising, and whatever you deem important. Consider how the procedures of the quality control system improve the program. Be prepared to share your work with the group.

You may find it helpful to make a list of all the pieces of your quality control system first. Then arrange them to reflect their purposes and relationships to each other.

Curriculum	
Faculty	
Candidates	
Resources	
Facilities	
Fiscal	
Support	
Policies	

Exercise 15: Follow an audit trail. The sample program internal audit trail below (used with permission) comprises a series of audit tasks. Each task is made up of a target and a probe. In the figure below, the arrows labeled "check" represent the probes and the ovals represent the targets. The topic areas are represented by the rounded rectangle. The "leads to" arrows represent the audit trail, or sequence of events. **Follow the trail and list any additional targets and probes from your program.**

Note: it is best to use Word's SmartArt Graphic tool (or insert a snapshot capture from a PDF) so the diagram elements don't shift on other computers.

PDF Snapshot
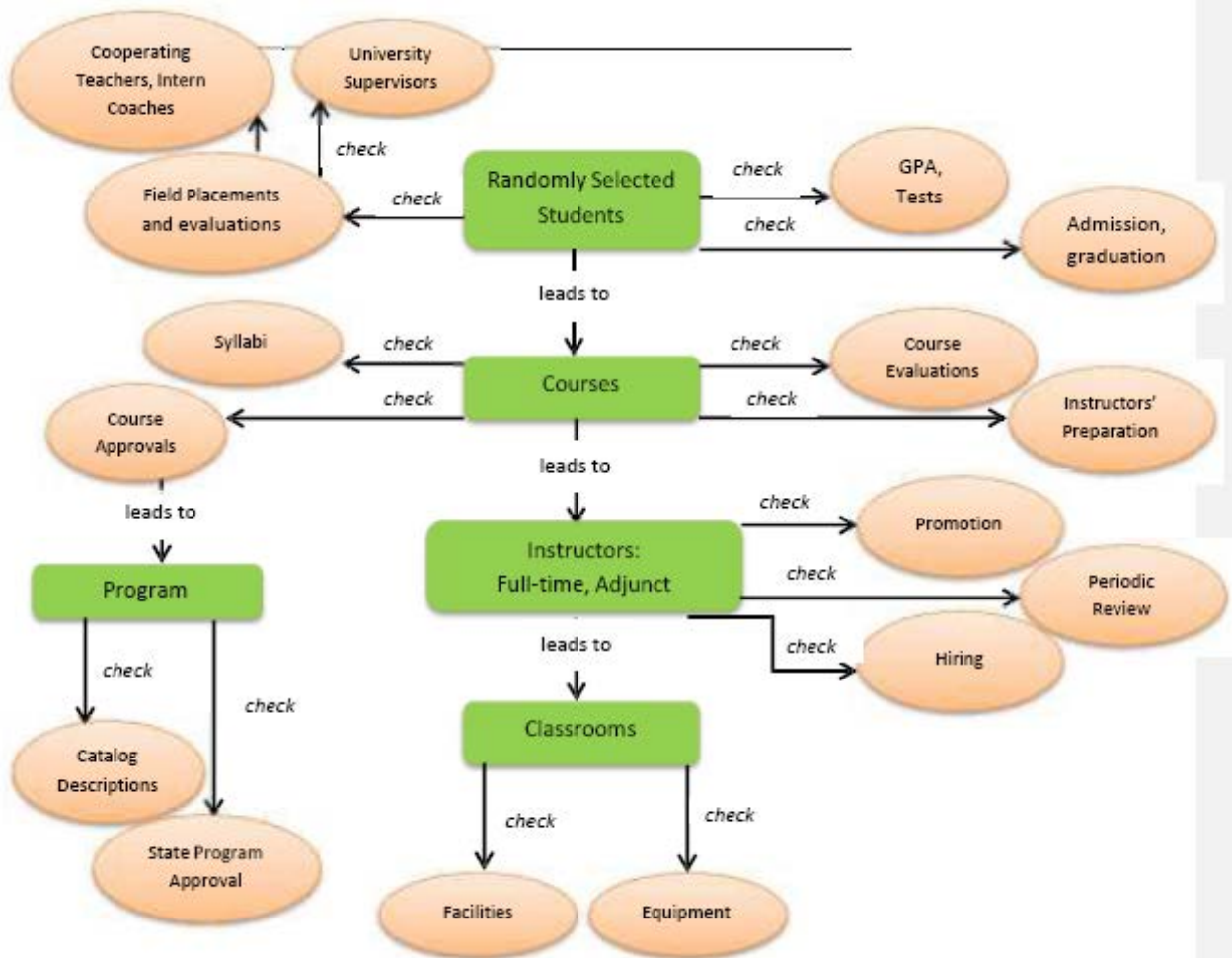
Exercise 16: The following statements are examples of ones that might be included in your *Brief*, check the space ☐ in front of the statements that would be a useful target to probe in your internal audit. Mark the space with an *X* if the statement would not be useful to investigate.

	1. Our graduates are well received by the field, especially by the principals.
	2. Our institution was founded in 1889.
	3. Most of our students are admitted into our program straight out of high school.
	4. Our program is recognized as representing high quality by the *US News and World Report*.
	5. Ninety percent of those we admit finish our program in eight semesters.
	6. Our graduates are reflective practitioners.
	7. We have a dedicated faculty.
	8. Our dean was appointed in 1993 after spending two years as Associate Dean here.
	9. Our university president is Roy G. Biv
	10. The mean Praxis I math score for our graduates was 182.
	11. The proportion of assistant professors in the program is the same as it is in the college overall.
	12. Our program ranks first in the state in the Title II report.
	13. All our adjunct professors are screened for appointment by the same procedures we use in hiring for tenure track positions.
	14. Forty percent of the pupils of our graduates score in the proficient range on the NAEP examinations in social studies.
	15. The inter-rater agreement on our student teaching ratings is 88%.
	16. All of our students are church members and claim they are devout.
	17. Our courses are understood to be more rigorous than the courses in other programs.
	18. Seventy-five percent of graduates have teaching positions by the September following their graduation from the program.
	19. The correlation between our students' grade indices between fall and spring semesters is .90.
	20. The annual report of the trustees shows that our program has been designated as one of three flagship and signature programs of the college.
	21. Most of the state's "Teachers of the Year" are graduates of our program.
	22. Our department is one of six of 30 departments at the institution to have its own departmental secretary.
	23. Most of our students do local volunteer work with children.

Exercise 17: On the next three pages is an internal audit plan used by a TEAC-accredited program in its *Inquiry Brief*. Examine its features.

The internal audit included instructions for responding to each question with specific numbers and required that any discrepancies be explained in the "comments" section. (Other EPPs have included a "Next Steps" column.)

YES	NO	NA	AUDIT QUESTION	COMMENTS
			CANDIDATES (Include information on how many student files were reviewed and how were they selected)	
			1. Did students meet admission requirements? ⬚ Undergraduate GPA of 3.0 or higher ⬚ Undergraduate major/concentration in approved field (pre-service only) ⬚ GRE scores of 1000 + 4.5 (or 1500) or higher ⬚ Two reference letters ⬚ Personal statement ⬚ Provisional certification (in-service only) ⬚ Positive recommendation from Arts & Sciences (MAT only) ⬚ Positive recommendation from Education ⬚ Exceptions justified and documented	
			2. Did students reflect program efforts to admit and retain- ⬚ Diverse students with demonstrated potential as teachers? ⬚ Teachers for high demand areas? ⬚ Teachers for high need schools?	
			3. Did any students change program areas after admission? If so, was the transfer documented and a new plan of study developed?	
			4. Did any students transfer any credit? If so, was the transfer credit policy followed?	
			5. Did any students take any courses on-line? If so, were the on-line course guidelines followed?	
			6. Did students have plan of study that reflected program/degree requirements?	
			7. Did students meet requirements for program retention?	
			8. Did students have adequate options for fieldwork affiliated with coursework and Practicum?	
			9. Did students meet requirements for admission to Practicum?	
			10. Did students complete program and degree requirements?	

CANDIDATE SUPPORT				
			13. Was each student assigned an advisor? If yes, did the advisor provide timely and useful advising?	
			14. Did students seek assistance from office staff?	
			15. Did students receive any GA/TA support from the program or campus? If yes, was it comparable to funding available to other students on the campus?	
			16. Did students use any of the campus support services?	
			17. Did students file any complaints with the Division of Education or School of Education and Human Development? If yes, were written procedures to deal with student complaints followed?	
PROGRAM AND COURSES (30% of Education courses randomly selected from student transcripts)				
			18. Were all Education courses approved by the Division of Education?	
			19. Were all Education courses approved by the Graduate School?	
			20. Were required Education courses part of a program approved by NYSED?	
			21. Were required Education courses listed as such in the Graduate School Bulletin and SEHD website?	

FACULTY (for randomly selected courses above)				

			22. Were all or most courses taught by faculty members in tenure-track positions?
			    ☐ Was the faculty member hired pursuant to a national search?
			    ☐ Did he/she have a doctorate in a field related to the course content?
			    ☐ Was he/she reviewed periodically by faculty and administrators prior to promotion and tenure?
			    ☐ Was he/she promoted and tenured within seven years of being hired?
			    ☐ Was he/she reviewed periodically by faculty and administrators after promotion and tenure?	

			23. Were other courses taught by adjunct faculty members with a Master's degree and relevant experience?	
			24. Were courses evaluated by students using (a) University Course Survey and/or (b) instructor-designed instruments?	
			25. Did faculty use student feedback to improve courses?	
FACILITIES, EQUIPMENT, AND SUPPLIES				
			26. Were courses in classrooms of appropriate size with adequate seating for class?	
			27. Were courses held in classrooms with suitable equipment and supplies?	
			28. Were courses held in classrooms with adequate lighting, heat, and ventilation?	

: **Design an audit plan**: In the space below design an **audit plan**. Start by identifying the point at which you will enter the system (and why you are choosing this point). Then list the categories of questions. Sketch out a possible sequence of the audit (what leads to what). Be prepared to share your plan with the group.

In a financial audit, auditors often sample a collection of cancelled checks. They then ask standard questions about each check: Who authorized the purchase? Where was the item purchased? and so forth. Alternatively, they might begin with a random sample of deposit slips, and ask: Where is the invoice that corresponds to this deposit? Who authorized the invoice? Where is the money that was deposited? And so forth. Using financial audits as an analogy, consider ways of sampling your program's quality control system. Where could the internal auditors begin? Suggest several ways.

Exercise 19: Conclusions about the QCS: After your internal audit, how would you answer any of the following questions about your quality control system?

1. How were cut scores for various assessments arrived at, and are they succeeding in assuring candidate success in the program?
2. Are there criteria for identifying excellence as well as for identifying minimally acceptable competence? What benefits are (or could be) derived from identifying outstanding candidates?
3. Do our faculty members understand our Quality Control System?
4. How are the elements of the Quality Control System related to each other?
5. How does the functioning of the Quality Control System improve candidate learning?
6. In what ways does or could the Quality Control System inform faculty efforts to ensure and/or enhance program quality?
7. Is the program system of monitoring quality working well?
8. How does the program compare to other programs in the state?
9. How many courses make use of technology?
10. Do the mechanisms we designed to select outstanding candidates actually find outstanding candidates?
11. Do the mechanisms we designed to select and retain outstanding faculty members actually find and retain outstanding faculty members?
12. Do any of our current efforts to monitor quality actually have the opposite effect and impede progress and improvement?

Reviewing the results of the internal audit

Exercise 20: Suppose your EPP requires the Myers-Briggs test and you found the following. What would be your conclusion about your quality control system?

> A search of recent graduate and undergraduate program completers was completed. Of the seven completers, four did not have Myers-Briggs scores recorded. The follow-up probes with the chair revealed that the faculty advisor is responsible for ensuring the completeness of the advisees' files. It is possible that the Career Development Center, which administers the tests, may not have forwarded the scores to the Education Department. The Associate Director of the Center reported that the Career Development Center only forwards copies to those students who designate education as their field of choice and after students have given their permission and when requested (by phone or email) by the Education Department. It was not possible to verify whether the four students had actually taken the tests.

Exercise 21: If your EPP had a requirement that candidates needed to earn a grade of C or better for each outcome evaluated in ED4030 and, after looking at six candidate folders, you found one of the following outcomes; what would your conclusion be with regard to whether your QCS was working with regard to this area with regard to each outcome? In the final row of the table, enter your conclusion for each of the three outcomes – are you following your policy: confirmed or not?

Table 21
Three possible outcomes for the grades on the transcripts of six candidates (ED4030**)**

CANDIDATE	OUTCOME 1	OUTCOME 2	OUTCOME 3
1	C+	C	A
2	C-	I	A
3	B	D	Course Absent
4	B	A	C
5	A	A	F
6	A-	A	A
Audit conclusion			

Exercise 22: In your efforts to verify your policy of a C in ED4030, would you sample more candidates for any of the three outcomes cited in Exercise 30 above? If so, how many more would you need investigate for the results found in each outcome?

        Outcome 1: _____

        Outcome 2: _____

        Outcome 3: _____

Exercise 23: Addressing your audit findings: Team up with other workshop participants and imagine that you are members of a group that has just completed an internal academic audit. How would you deal with the following findings?

a. What if you found, as this faculty did, that many of the program's students saw only adjunct or part-time faculty instructors?

Table 23a
Number of hours in the major and education, GPA, and the percentages of the candidates' courses taught by full-time and adjunct faculty for a random sample of twelve program candidates

Student	Major	Hours Major	Hours educ	GPA	FT faculty	Adjunct Faculty
1.CHD1	Science	32	39	2.99	66%	33%
2.CHD2	NA	39	39	4.00	0	100%
3.AES1	Social Stud	48	30	3.81	0	100%
4.AES2	Social Stud	18	24	3.80	0	100%
5.AES3	Social Stud	48	30	2.67	0	100%
6.AES4	Social Stud	18	24	3.59	0	100%
7.ECL1	Social Sci	32	36	3.61	66%	33%
8.ECL2	NA	39	39	3.95	66%	33%
9.AEE1	English	18	24	3.67	66%	33%
10.AEE2	English	18	24	3.60	0	100%
11.AER1	Earth Sci	46-49	30	3.83	100%	0
12.AER2	Earth Sci	18	24	3.60	0	100%

b. What if you found, as did the faculty in the EPP represented in the table below, that there were significant differences in the ways faculty and cooperating teachers evaluated the candidates in the program?

Table 23b
Mean GPAs, MoStep I, overall teacher and faculty ratings for candidates
in elementary and secondary teacher education program [sample N=15]

Measure	Elementary N=10	Secondary N=5	P values
GPA	3.47	3.54	.77
A&S GPA	3.71	3.70	.37
ED GPA	3.71	3.70	.37
MoStep I	3.80	3.80	1.00
Cooperating	38.60	33.00	.004
Supervisor	36.30	37.40	.60

What does this table suggest regarding how the correlations were run? Is there anything you would have done differently with regard to the procedure or the table formatting?

c. What if you found that the correlations between the clinical part of the program and the rest of the program indicators were like those in the table below (actual data)?

Table 23c
Correlations among the clinical measures and grades and SAT scores

N=170	GPA spring	GPA 3 sem	GPA final	Math 251	SAT Sum	SATv	SATm	Clinical
PGI (hs+)	.62*	.63*	.62*	.36*	.67*	.60*	.54*	.02
GPA spring		.96*	.84*	.53*	.48*	.45*	.36*	.16
GPA 3 sem			.89*	.54*	.47*	.36*	.45*	.16
GPA final				.57*	.41*	.57*	.37*	.26*
Math 251					.37*	.19*	.43*	.14
SAT sum						.83*	.87*	-.07
SATv							.45*	-.06
SATm								-.06

* significant at the .01 level or lower

SESSION TWO: ORGANIZING AND WRITING THE IB SELF-STUDY

2(A) MAKE CLAIMS ABOUT CANDIDATES AND COMPLETERS

PRECISE LANGUAGE AND CONSTANCY

Overview
In what other ways is the Inquiry Brief *different from the self-study reports we have written in the past?*

This exercise explains IB Commission's expectation for precise language throughout the *Inquiry Brief*. Below we provide a description of the kind of writing we seek from EPPs. To help you understand and practice this different style of writing, we offer two exercises (Exercises 24 and 25) on the pages immediately following.

Precise language
Producing an *Inquiry Brief* or *Inquiry Brief Proposal* calls for a kind of writing that is different from the usual self-study or program approval document. The IB Commission seeks a writing style that has greater precision and clarity than is typically called for in accreditation or state program approval self-study reports.

Why does precise language matter to The IB Commission?
The IB Commission stresses clear and precise language because of the kinds of claims and supporting evidence that CAEP asks of its candidates for accreditation.

> Teacher education programs seeking CAEP accreditation must provide solid evidence that their candidates understand their subject matter and the process of learning, and that they develop teaching skills that positively impact P-12 students. The programs must also demonstrate that they have an ongoing process for reviewing and improving themselves, and the capacity to offer quality education. The program faculty's claims and the measures used to support them are very specific; therefore the language must be precise.

Vague, imprecise language will not only obscure the goals and accomplishments of the program, but will also make it more difficult for the visiting team to verify the text of the *Brief* because the auditors need to determine whether or not the errors they may find in the text alter the meaning of the *Brief* or would mislead a reader. Imprecise text is likely to be open to multiple interpretations, some of which may not even have been intended by the authors, but which if adopted may alter the meaning of the text and potentially mislead the reader. For this reason, checking the precision of the language and evidence of the *Inquiry Brief* and *Inquiry Brief Proposal* is a key task in both the formative evaluation process and the audit of the *Brief*. CAEP staff and auditors focus on language and precision in order to determine the degree to which the *Brief* means exactly what the program faculty intend it to say.

Exercise 24: Consider the assertions below and ask yourself, *How could one know this? Could that really be the case? What exactly does this mean*? *And the most important question of all –* **What evidence could make it wrong**?

1. Our students acquire a deeply rooted matrix of the application of theory to practice.

2. Students learn multiple ways of understanding education, with a balance of quantitative and qualitative methods.

3. The program aims to develop reflective scholars who are expert sources of knowledge in their disciplines and who can tap the diversity of the education community at large to enrich their scholarly work.

4. The core courses represent a coherent study of learners as they experience diverse contexts for learning, the nature of the learning experiences and the substance of what is learned, as well as the larger policy environment in which schooling takes place.

5. It is our view that weak enrollments here, and elsewhere, may be due to larger economic conditions, but it is more likely due to the fact that we are not successful in getting out [the message] that this is a world-class university with a world-class faculty, that we have an abundance of resources, and have a strong track record in successfully placing our graduate students.

6. The faculty consciously spiral essential curricular elements into each course so that exposure to critical topics is recursive and affected by each intern's experience in his/her own classroom and school.

7. Course grades reflect both candidate content knowledge and professionalism as the grade is influenced by the quality of the work products as well as candidates' professionalism, such as the ability to interact effectively with others and to meet deadlines. We analyzed the data on course grades to see how well candidates performed in their courses.

8. Our field observation tool has 25 items in five domains. Each student teacher is rated by her or his cooperating teacher. We know that the observation data are valid and reliable because the content is aligned with the state standards and the results are stable and consistent.

Exercise 24, continued: Choose one sentence from the list above and describe what makes it problematic. Be prepared to discuss your thoughts with the group.

> For example, consider the first statement, "*our students acquire a deeply rooted matrix of the application of theory to practice,*" and ask: *How could one know this? Could that really be the case? What exactly does this mean*? *And the most important question of all – What evidence could make it wrong*? This kind of assertion is unacceptably imprecise and should be avoided in an *Inquiry Brief* because surely its author could not answer obvious questions about it – such as how deeply rooted is the matrix, how could one tell if it were deeply or shallowly rooted, what was there before the matrix was acquired, what it is rooted to, what kind of matrix it is (orthogonal, oblique), how many cells does the matrix have, how many theories are there, how do the theories connect to matrix, what specific practices flow from the theories, which others do not, are there any wrong-head applications of theory to practice, and so forth.

Exercise 25: Consider the following sentences that might appear in a *Brief* and rate the precision of each. Check **precise** if the sentence seems sufficiently precise. Check **not precise** if the sentence is seriously imprecise. Check **?** if you are not sure or if the statements could be made more precise in subsequent text.

☐ **An Answer Key to Exercise 25 follows on the next page**

Statement	Not precise	Precise	?
1. *Our candidates leave the program with a caring attitude toward children.*			
2. *In leading a class discussion, our candidates exhibit knowledge of and a disposition to practice "wait time" in appropriate amounts.*			
3. *Graduates of our program are, overall, competent to take on the role of classroom teacher.*			
4. *Candidates in our program are proficient in the use of the tools of instruction, including Interactive Whiteboards, online media, Digital Games, and podcasts.*			
5. *Candidates in our program are taught "how to learn" in six different required courses.*			
6. *Our candidates receive a liberal education in our institution because of the distributional requirements set by the Faculty Senate for all students in the university.*			
7. *Candidates will graduate with passing scores on the state's sub-test entitled, "Knowledge of Diversity."*			
8. *There is no difference in knowledge of subject matter between our graduates in mathematics education and their counterparts who are pure mathematics majors.*			
9. *Our candidates will score at the 50th percentile or above on the "Minnesota Teacher Attitude Inventory" administered after the completion of the student teaching course.*			
10. *Our graduates are committed to the Judeo-Christian principles that made our nation great.*			

Answer Key to Exercise 25, Understanding a Different Kind of Writing

Imprecise statements usually merit a probe by the visiting teams seeking clarification to determine whether the reader's understanding of what a statement means aligns to what the author meant when the statement was written.

Note: "Precise" denotes that the sentence is an example of the writing preferred by the IB Commission.

Item	Answer	Expected visiting team probe
1	Not precise	The term "caring" is sufficiently ambiguous in the literature to prompt a probe here. What does the term mean, exactly? How is *caring* measured? What does the term, *attitude,* mean, or what behavior represents it?
2	Precise	The term "*wait-time*" is well documented and precise. This use of language does not merit a probe; however, it may arise that faculty use precise terms imprecisely, so a site visitor might probe how faculty knows the candidates fail to show wait time.
3	Not precise	The term "*competent*" has many meanings. Several probes are possible -- Does it mean they survive the first year, or how was competence distinguished from incompetence, or what are the subparts of being *competent?*
4	Precise	The technical terms here are well understood and clear, although the meaning of the term, *proficient,* could be probed.
5	Not precise	The phrase "*how to learn*" has many meanings that would be probed.
6	Precise	The assertion is in the form of a definition: This is what the faculty means by *liberal education*. Although the definition may be problematic and contested, it is clear.
7	Precise	Assuming the passing scores are public and known, this statement is clear.
8	Not precise	The concept "*knowledge of subject matter*" is not fixed in the literature. This statement requires a probe before the reader could be confident in his/her interpretation of the assertion.
9	Precise	This sentence is stated as a fact: it is clear what the faculty means.
10	Not precise	The visiting team would probably not find the statement relevant to the IB Commission system but if it were, the meaning of "Judeo-Christian" and "committed" would be probed

WRITING CLAIMS AND LINKING YOUR ASSESSMENTS TO PROGRAM CLAIMS

Exercise 26: Study the claims below. Are they appropriate to the IB Commission's expectations?

Claim	Acceptable	Perhaps acceptable	Not acceptable
1. Our graduates know their subject matter.			
2. Our graduates score above the state average on the Praxis II test.			
3. Our graduates have a deep understanding of the Christian philosophy that forms the basis of this religious school.			
4. Our graduates almost always know the answers to any question about content asked by their pupils.			
5. Upon graduation, our candidates will have a deep and abiding understanding of the subject matter they are prepared to teach.			
6. Because our graduates all major in the subject matters they intend to teach, they are well prepared as teachers in subject matter knowledge.			
7. We recommend for certification only those persons among our program completers who score above the state cut-score on the state subject matter tests.			
8. Based on ratings provided by university supervisors and by cooperating teachers, our graduates know their subject matter.			
9. Our graduates are familiar with ways of using technology to locate information about subject matter pertinent to planning and implementing lessons.			

Exercise 27: Borrowing claims: Discuss with your colleagues how you might present your claims in the *Brief*. Will you use state or national frameworks, or develop your own set of statements? If you use "borrowed claims" or standards from another source, such as the Interstate Teacher Assessment and Support Consortium (InTASC), be sure you understand the standard. For example, if you chose to use the language of InTASC Standard 4, Content Knowledge (p. 24):

> *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content*

the faculty should be clear what the "central concepts, tools of inquiry, and structures of the discipline(s)" mean and how they relate to the EPP's expectations.

Recall the discussion about precise language and how it would apply to such a claim. A visiting team member would surely ask for examples of central concepts and tools of inquiry and what some of the structures might be in the discipline(s).

Use this space to cite the evidence you might use to support InTASC Standard 4.

aligning them with CAEP's Standard 1 and 4 or with the three components of the IB Commission's Quality Principle I. For teacher preparation programs, the QPI components are: candidate learning in the areas of subject matter, pedagogical knowledge, and caring and effective teaching skills. When drafting your claims, keep in mind the three cross-cutting themes and how they are incorporated into Standards 1 and 4 or the components of Quality Principle I.

If you are using state or national standards, map those standards against CAEP Standard 1 and 4, or the three components of Quality Principle I.

CAEP IB
Standard 1—The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 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.

Component 5.2—The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

CAEP Standard 1 Component	Provider Claim (may be repeated as appropriate)
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).	

CAEP Standard 1 Component	Provider Claim (may be repeated as appropriate)
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).	
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.	

CAEP Standard 4 Component	Provider Claim (may be repeated as appropriate)
4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.	
4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.	

CAEP Standard 5 Component	Provider Claim (may be repeated as appropriate)
5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.	

TEAC Legacy IB

1.1 Subject matter knowledge

1.2 Pedagogical knowledge

1.3 Caring and effective teaching skills

Linking Assessments to Program Claims

Exercise 29: Be consistent with public claims: Check your claims about the EPP's outcomes against the statements you make to the public via websites, brochures, catalogs, mission statements, state program approval reports, and so forth.

Reflect on the statements about candidate learning claims that you currently make concerning your graduates. Are these claims appropriate for the goals and mission of the program and for the evidence upon which you rely? Are they consistent with the claims you are making in the *Inquiry Brief*? Do you have evidence to support the public claims?

Exercise 30: Grain size: For the following claims, judge whether or not the claim represents a sufficient grain size for accreditation purposes. Regardless of grain size issues, identify other problems with the claim, if any.

1. Our graduates have mastered Bloom's Taxonomy.
2. Our graduates are well received in the field.
3. Our graduates are excellent teachers.
4. Our graduates are seen to be excellent teachers.
5. Our graduates receive, on average, ratings above 3.5 on a 5 point scale.
6. All of our graduates have an academic major.
7. Our graduates successfully complete a technology course.
8. Our graduates reflect upon their teaching.
9. University supervisors all have recent K-12 experience.

Exercise 31: Make claims consistent with the evidence you have: Turn back to the inventory that the faculty has prepared for Appendix YY/E of the *Brief* . Does your EPP have the evidence necessary to substantiate the claims it makes to the public and in the *Inquiry Brief*?

Return to the claims you created in Exercise 28 and for each claim, list the evidence you would need to support it, noting what is currently available or accessible.

Exercise 32: Connect your claims and assessments: Using the claims that you and your colleagues have developed, complete the form below to examine what you rely on (and why) to assess student learning, why you think the measure is valid, and why the criteria and standards you have selected as indicating success are appropriate.

Claim: _____

Source of Evidence: _____

1. Is this the only evidence you have for this claim or are there other sources that will be used?

    __ This is the only source of evidence for this claim.
    __ There are other sources of evidence for this claim.
    Specify in the table below

2. How will the evidence be *reduced* or *scored* so that it might be used to bear on the claim?

    __ Scores will be generated by using a scoring key
    __ Check list
    __ Content analysis
    __ Scoring rubric
    __ Results from a testing service or the state
    __ Data from transcripts or other documents
    __ Other

3. Will there be a *cut score* or a *standard* that will enable you to interpret the findings?

    __ Yes   __ No   __ Working on it

4. How will you address the reliability issue for this measure?

5. How will you address the validity issue concerning your interpretation of this measure?

Be sure to repeat this exercise for each measure relevant to the claim.

CAEP Standard 1 Component	Provider Claim (may be repeated as appropriate)	Supporting Evidence
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.		
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.		
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).		
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).		
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.		

CAEP Standard 4 Component	Provider Claim (may be repeated as appropriate)	Supporting Evidence
4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.		
4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.		

CAEP Standard 5 Component	Provider Claim (may be repeated as appropriate)	Supporting Evidence
5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.		

An example : How program claims are aligned with evidence and presented in the *Brief*

TEAC Legacy CLAIM	ADMISSIONS, GRADES, & STANDARDIZED TESTS	PORTFOLIO & LICENSURE PROJECTS	INTERNSHIP PERFORMANCE EVALUATIONS	SURVEYS
1: SUBJECT MATTER KNOWLEDGE	Undergraduate GPA Transcript Analysis Praxis II GRE Scores ED 552 Course Grades		2007 & 2008 Intern Evals: (Item 1) 2009 Intern Evals: (Items 1-4,and 61)	Exit survey Alumni survey Principle survey
2: PEDAGOGICAL KNOWLEDGE	ED 554Course Grades ED 558 Course Grades	Portfolio Section # 7 (Assessment) Portfolio Section #8 (Exemplary Curriculum Unit)	2007 & 2008 Intern Evals: (Items 3, 4, and 7) 2009 Intern Evals: (Items 12, 17, 18, 22-25, 27, 33-40, 43-45, 47, and 55)	Exit survey Alumni survey Principle survey
3: CARING TEACHING SKILL	ED 559 Course Grades	Portfolio Section #5 (Discipline & Management)	2007 & 2008 Intern Evals: (Items 2, 5, 6, and 8) 2009 Intern Evals: (Items 5-9, 13-16, 19, 26, 28-31, 41, 42, 46, 48-54)	Exit survey Alumni survey Principle survey
4: PROFESSIONAL DIMENSIONS	ED 556 Course Grades	Portfolio Section # 1 (Professional Bio) Portfolio Section #2 (Current Vita) Portfolio Section #3 (School & Community)	2007 & 2008 Intern Evals: (Item 13) 2009 Intern Evals: (Items 10, 11, 20, 21, 32, 56-60)	Exit survey Alumni survey Principle survey
5: LEARNING HOW TO LEARN	ED 557 Course Grades	Portfolio Section # 4 (Teaching Philosophy)	2007 & 2008 Intern Evals: (Items 9 & 10) 2009 Intern Evals: (Items 1-3, and 61)	Exit survey Alumni survey Principle survey
6: MULTICULTURAL PERSPECTIVES	ED 553 Course Grades	Portfolio Section # 6 (Cultural & Ethnic Diversity)	2007 & 2008 Intern Evals: (Item 12) 2009 Intern Evals: (Items 15, 16, and 19)	Exit survey Alumni survey Principle survey
7: TECHNOLOGY	ED 555 Course Grades	Completion of online assignments	2007 & 2008 Intern Evals: (item 11) 2009 Intern Evals: (Items 43 and 44)	Exit survey Alumni survey Principle survey

2(B) TEST THE CREDIBILITY OF YOUR CLAIMS AND DEVELOP THE RATIONALE FOR THE EVIDENCE

Exercise 33: Begin developing plans to test the credibility of your particular claims. With your colleagues, select a claim about candidate learning your faculty members might make about the program. Design a plan that includes the following:

    a) Two measures (at least) taken over a representative period
    b) Procedures for assessing the reliability of the measures
    c) Procedures for making a persuasive case for the validity of the interpretations the faculty will be making of the measures
    d) Option: If you plan to sample, include sampling procedures and descriptions of procedures for testing the fit between the sample and its population

Exercise 34: The IB Commission asks for the faculty's reasons for including a measure in the *Brief* as support for a claim. Which of the following options represent reasonable, sensible reasons for including a measure? Explain your selections.

1. The state requires the measure.
2. We've always used this measure in our program.
3. It's available to us – and easy to collect and to summarize.
4. The measure was developed by faculty who studied precisely how it is sensitive to our claim.
5. The faculty studied the in-house research carried out by ETS to validate the measure and its suggested cut scores, and found the evidence provided to them compelling.
6. We believe the measure is valid.
7. The faculty undertook task analyses to demonstrate to its satisfaction that the measure "gets at" the sub-component under study.
8. This measure correlates nicely with other measures of this construct, giving the faculty confidence that it can be relied upon as a measure of this sub-component.
9. The university requires all programs to use its assessment of writing.
10. We have found over the years that the candidates who scored above 85 on the measure tended to become "Teachers of the Year" in the state.

Exercise 35: The IB Commission asks for the faculty's reasons for not including a measure in the *Brief*. Which of the following options represent compelling and sensible reasons for excluding a measure from the *Brief* proper? Explain your selections. (Remember that all measures having to do with candidate learning or institutional learning that are available to the program have to be made available to the IB Commission, if not in the *Brief*, then in some other supplementary report).

1. We cannot think of an argument that connects the measure to the quality of our program.
2. We don't have this measure in SPSS format, so it would be difficult for us to analyze it or to summarize it.
3. When we analyzed the measure, it didn't support our claims so we omitted it.
4. It is not cost-effective to collect this data year after year. It is available to us now – but only because it was collected for some other purpose.
5. Our analysis of the reliability of this measure demonstrated that the measure cannot be trusted. Reliability coefficients were below .60.

Rationale and standards for the assessments. The rationale gives the EPP's standard for its assessments and explains why the particular criterion the faculty believes indicates success is appropriate.

Exercise 36: Draft your rationale. Using the space below, draft a short argument for one of your assessments for one of your claims that shows:
1. Why the assessment was selected (The answer to this question often entails showing how the assessment procedures reflect the features of the program, e.g., graduation requirements, admission criteria and procedures, coursework, field assignments, and experiences.)
2. What the passing score is for the assessment, how it was determined, and why does the faculty think it is appropriate
3. What is the faculty's basis for thinking the assessment is reliable and that they can interpret the results validly

You might produce the draft together with colleagues from your campus or write individual drafts and then compare and combine drafts.

The EPP's standards: An expectation for the rationale section of the *Inquiry Brief* is to argue for the cut or passing scores that are in use in the program. When a measure is given, what level does the faculty take to be acceptable? Whatever the answer to that question, the IB Commission asks that the rationale address the question: What makes this faculty judgment credible?

Considerations for determining a cut score include: How high does the GPA have to be to graduate from the program? How high does the score on the state licensure test have to be to be judged by the faculty as "competent"? What levels of ratings from cooperating teachers are expected before a candidate is dropped from the program? What are the stated expectations for advancing to student teaching in the program's screening process?

37a. List the current cut scores that apply to your EPP:

Assessment	Cut score/Expected Level
SAT	
GRE	
High school index	
License scores	
GPA	
Selected course standards	
Satisfaction survey ratings	

Student course evaluations
                    Course
                    Instructor	

Entry to student teaching	

Ratings from
        cooperating teacher
        university supervisor	

Education GPA	
Subject Matter GPA	

37b. Below are some proposed arguments for particular cut scores. Which arguments do you find compelling? Which ones do you find less than convincing? Mark those that are compelling with a **C** in front of its number. Mark those that are not convincing with an **N**. Place a question mark (**?**) in front of those for which you are unsure.

C, N, or ?	ARGUMENT FOR CUT SCORES
	1. Prior to entering the IB process, there were a number of cut scores in place. We intend to examine each of them as we develop habits of "institutional learning." As of now, we have chosen to leave most of them in place until our inquiry can challenge them and suggest changes in them.
	2. We hired a statistician who has worked with the National Board for Professional Teaching Standards (NBPTS) to help us empirically set cut scores. She worked for over a year with our files that included a complete data set for 500 of our graduates over a five year period. Her procedures yielded cut scores for GPA to exit, GPA to enter student teaching, and the lowest level satisfactory rating score received from cooperating teachers. We adopted our consultant's recommendations.
	3. We couldn't find in the research literature or in our own findings guidance for setting our cut scores. For this reason, we adopted the 75% guideline suggested by the IB Commission. All of our cut scores represent the application of the 75% rule to our empirical maximum score.
	4. In a faculty meeting, we discussed the issue of cut scores and based the discussion on files of candidates who were near the current cut scores. After lengthy give and take among faculty members, we voted to approve the cut scores reported in the *Brief*.

Exercise 38: Figuring out the passing score (The Angoff method)

The faculty has used the following form of eight items to rate a student teacher's proficiency with technology. The rating form allows the rater to score each item as "satisfactory" (1) or "unsatisfactory" (0). Using this form, the highest possible score is 8. The faculty asks: *What should represent a cut score on this rating form to distinguish students who meet the department expectations from those who don't meet the department expectations?* To determine the cut score, the faculty used the Angoff method (Livingston & Zieky, 2004). Here is the procedure:

1. Identify judges who know the candidates in the EPP and who are familiar with their practices with technology in the classroom. (For this exercise, you and your colleagues at the workshop will be judges).
2. Think about a borderline candidate – one who falls near the cut between competent in technology and incompetent in technology. Discuss this student in some detail with your colleagues or in a "conversation with self" if you are the only person from the program in the workshop. Describe his practices in the classroom and his uses of technology in some depth.
3. Work to understand the following steps of the procedure: For each of the 8 items, decide how likely it would be for borderline candidates, such as the one you selected and described in step 2 above, to be rated satisfactory on this item. Score each item as 1 if the borderline student would know it and 0 if not. Determine the total score correct for each rater and take the mean of those scores as the cut-score (rounded up or down).
4. Practice the Angoff method on the scale we have provided. What cut score do you recommend?

***Directions*:** Rate the borderline student 1 if he or she could do the item or 0 if he or she could not do the items for each of the 8 items of this scale.

1 or 0	Rating scale for the use of technology in the classroom
	1. The student teacher (intern) uses Power Point (or another presentation application) when presenting information to the class.
	2. The student teacher (intern) uses the Internet to connect the class with others doing similar work in schools across the nation and/or the world.
	3. The student teacher (intern) uses the Internet to locate sources appropriate for the students to use.
	4. The student teacher (intern) finds software items that are useful for teaching understanding of difficult concepts.
	5. The student teacher (intern) coaches students to use computers for many purposes.
	6. The student teacher (intern) is careful to preview software for appropriateness and efficacy before it is introduced to the class.
	7. The student teacher (intern) shows ingenuity in selecting software for use in the classroom.
	8. The student teacher (intern) uses well software to help manage the class, record grades, register feedback, and/or to communicate to students and their parents.

Livingston, S.A., & Zieky, M. J. (2004). *Excerpts from passing scores.* Princeton, NJ: Educational Testing Service.

Or see alternative method on next page.

<u>Alternative Method</u>

Another way to think about it: If there were 100 students who were judged borderline in technology, how many of the 100 would likely be rated satisfactory on each of the 8 items?

When you are finished with this task, each item should have a number assigned to it from 0 to 100. Sum the numbers you have assigned to the 8 items, and divide by 100. The quotient should estimate the cut score on the rating scale. For example, if the estimates for the 8 items were as follows: 40, 20, 30, 20, 40, 10, 5, 10 – the sum is 175 and the quotient is 1.75. Rounding to the nearest integer, we have determined that the cut score should be 2. Any student receiving a 2 or lower on the scale should be deemed not to have met faculty expectations.

Exercise 39: The rationale requirement in the *Inquiry Brief* asks that an argument be advanced to justify the selection of assessments. Which of the following arguments might be used in the rationale section? Circle the number(s) of the arguments that might be used in a rationale.

1. A description of the process by which the instrument (survey, rubric, test, interview schedule, etc.) was developed.
2. A description of a critique the instrument received from outside reviewers.
3. A content analysis showing how the instrument addresses elements of the construct that is being assessed – caring teaching, subject matter knowledge, etc.
4. If the assessment is a standardized measure published by a testing company, simply say so in the argument.
5. Let the IB Commission know that if the auditors are interested in the validity of the instrument, they should write to the publisher.
6. Simply advance the assumption that since the local authors of the instrument are all well prepared for their roles in the program, they must have developed a valid instrument.
7. Carry out a pilot study with candidates in the program, and assess the reliability of the instrument empirically and report the estimated reliability coefficient.
8. Report the program's historical experiences with the assessment instrument.
9. Explain how evaluators were trained in the use of the assessment.

2(C) ESTABLISHING RELIABILITY AND VALIDITY FOR THE ASSESSMENTS

<mark>**Exercise 40**</mark>: **Evidence of reliability:** Which of the following approaches would yield evidence that the faculty would find compelling about the reliability of the evidence for the claim, "*our students know how to apply technology in the classroom*"? Circle the number(s) of the approaches that your faculty would find credible.

1. For a 10 item rating form completed by methods instructors, a coefficient alpha is provided, with a value of .82.
2. The faculty observes that the means of a 10 item rating form completed by methods instructors across four sections of the course are almost identical.
3. Two methods instructors rate a sample of students in the program independently, and the level of agreement between the ratings is perceived to be high.
4. The level of agreement of the two methods instructors cited in option 3 above is assessed with a correlation coefficient – and is found to be .85.

List other evidence that would convince the faculty that the measures were reliable.

Exercise 41: **Validity:** The faculty is interested in knowing whether the 10-item scale used to assess the program's claim concerning technology was valid as a useful tool to verify the claim. Circle the number(s) of the approaches for assessing validity that your faculty would find credible.

1. Since the measures were found to be reliable, the issue of validity is no longer relevant. If the measures are reliable, they are surely valid.
2. The students' scores on the ten-item scale on technology are correlated with the ratings they received in student teaching on "uses technology effectively." The correlation between these two measures is .75.
3. The faculty reviewed the ten items on the technology scale and determined that the items covered all of their intentions about what students should learn about technology in their program. The scale was judged to have content validity.
4. The ratings on the scale discriminated between those students who used technology well in student teaching and those who did not – a finding yielded by a discriminant analysis of the evidence.

List other approaches that would yield evidence that the faculty would find compelling about the validity of the ten-item scale.

Exercise 42: **Measures truly relied on:** Review the following novel and idiosyncratic measures uncovered in IB audits and consider the evidence upon which the program faculty truly rely:

- Candidates equal or exceed majors in grades in the disciplines (teaching subjects)
- Faculty noted the exceptionality of those as candidates who later were board certified
- High faculty agreement in rating quality of random samples of candidates by name only
- A&S departments hire candidates as graduate teaching assistants (GTAs)
- Local superintendents waive interviews for recommended graduates
- Higher state scores in schools with higher densities of program graduates
- Candidates are the first choice and accept their first choice in employment
- Candidates are first choice of cooperating teachers for student teaching assignments
- Lawful patterns of correlations among internal and external measures of the available measures of competence
- Work samples with student/pupil learning data
- Authentic artifacts (viz., technology, video)
- Comparisons of retention of program's graduates in teaching with other programs
- Regents or NAEP examination scores for candidates' students
- Reporting assessments at various stages in the program to show reductions in variance over time
- On-demand ratings by faculty of candidates and video-taped lessons show lawful correlations with internal & external measures
- Pupil evaluations of student teachers

2(D) ANALYZE AND REPORT RESULTS

Exercise 43: Organizing your data: With your colleagues, try organizing a spreadsheet like the one below for a sample of your students. Fill in the column headings for as many data sources as you have.

Each row contains the data for one and only one unique candidate in your sample. Each column contains something you know about your candidates that is important to the quality of the EPP. (Example data sources are provided below.) The cells in the spreadsheet contain information (qualitative and/or quantitative) about each candidate. (Do not use a candidate's social security number in any spreadsheet in the *Brief* or shared with the visiting team.)

Candidate characteristics

Candidate	Year	Option	Level	Gender	Race	Major	Site	Etc.
1.								
2.								
3.								
N								

Admissions indicators

Candidate	SAT score	ACT score	Rank in H.S.	H.S. Grades	Interview	Writing Sample	Etc.
1.							
2.							
3.							
N							

Grade point indices

Candidate	GPA in methods	GPA in major	GPA in clinical	Grades in technology	Grades in MC	Etc.	
1.							
2.							
3.							
N							

Local program measures and ratings

Candidate	Field experience	Coop. Teacher rating	College supervisor rating	Portfolio artifacts	Self-ratings	Etc.	
1.							
2.							
3.							
N							

License tests and other external measures

Candidate	Praxis I	Praxis II	GRE	Etc.			
1.							
2.							
3.							
N							

Post-graduate and employer surveys (and the like)

Candidate	Rating of EPP	Rating of courses	Rating of faculty	Years teaching	Employer Rating	Pupil state tests	Etc.
1.							
2.							
3.							
N							

Exercise 44: Reporting results: The results, whether quantitative or qualitative, should be truly representative of the EPP under review and not idiosyncratic to a particular time period, circumstance, or select group of candidates.

The results must also be disaggregated by subcategory when an aggregated presentation would mask important differences within the groups and categories being reported.

In cases where an EPP is undergoing revisions and renewal, the results should be of a character that will support a sound prediction of what future results will be. Generally, this means that the most recent results will carry greater weight in the IB Commission's decision making.

The exercises that follow ask you to think about ways you might present results in the *Brief* and what pitfalls you can avoid.

The four tables below describe some hypothetical and real findings related to the claim of subject matter knowledge for an EPP that prepares secondary level mathematics teachers. Consider the following tables reporting findings in support of the claim *Our graduates know their subject matter*.

Are there problems with this presentation that are serious enough for you to reject the conclusion that the program satisfies the content knowledge expectations in CAEP Standard 1 or TEAC Quality Principle I? How could the array be made clearer? Use the space below each table for notes in preparation for the conversation.

Table 44a
Findings related to the claim of subject matter knowledge for a program
to prepare secondary level mathematics teachers

Year of graduation	GPA in upper level mathematics courses: math department mean: 3.1			Scores on Praxis II: mathematics national mean: 540		
	Graduates N	Mean	SD	Graduates N	Mean	SD
09-10	15	3.5	.5	15	610	90
10-11	12	3.4	.4	12	590	95
11-12	14	3.6	.5	14	615	92
12-13	20	3.0	1.1	20	510	130
13-14	15	3.5	.5	15	610	95

Note: The average correlation across the five-year period between the two measures was .75. The faculty assessed the reliability of the GPA by drawing a sample of 30 students from the five-year period, and correlating the grades received on the odd lines on their transcript with the grades received on the even lines. The correlation was .78, providing support for a satisfactory level of reliability. ETS reports that the Praxis II examination in mathematics has a reliability of .83 for its norming group. The graduates of our program match well the characteristics of the ETS norm group.

An improved presentation of the data appears below.

Table 44b
Mean (and SD) GPA and Praxis II Scores and Pass Rates in Secondary Mathematics
for Years 2009-2014 at Exemplar University

	GPA in upper level mathematics courses: math department mean: 3.1; math department standard: 2.75			Scores on Praxis II: mathematics national mean: 540 *State cut score: 520*			Correlation: GPA-Praxis II
Year of graduation	**Number graduates/ number admitted**	**Mean (0-4)**	**SD**	**Graduates N**	**Mean and (pass rates) 400-800**	**SD**	**Pearson *R***
09-10	15/20	3.5	.5	15	610 (84%)	90	.89
10-11	12/21	3.4	.4	12	590 (77%)	95	.70
11-12	14/22	3.6	.5	14	615 (85%)	92	.69
12-13	20/22	3.0	1.1	20	510 (47%)	130	.71
13-14	15/20	3.5	.5	15	610 (84%)	95	80
Total	76/105	3.4	.6	75	587 (75%)	100	.75

Note: The faculty assessed the reliability of the GPA by drawing a sample of 30 students from the five-year period and calculating the mean GPA each year. The means were within .05 of each other. ETS reports that the Praxis II examination in mathematics has a reliability of .83 for its norming group. The graduates of our program match well the scores and demographics of the ETS norm group.

Table 44c (below) offers an example of how a program faculty might organize its quantitative results for the components of Quality Principle I. A similar strategy can be used for CAEP Standard 1 or 4.

Note that although means and standard deviations are the likely entries in each cell of the table, frequency counts, ranks, percentages, percentiles, or whatever quantitative metric the faculty relies on could be also entered.

Table 44c

Means (standard deviations) of a sample of 80 candidates in six categories of assessments in support of claims for Quality Principle I

Outcome claims* *The program's graduates have acquired…*	Categories of evidence and range of scores							
	Grade point index	Standardized tests		Faculty & Cooperating Teacher evaluations		Student self-reports	Survey of graduates and employers		Gains in pupil scores on work samples
		Praxis	NES	Fac	Coop		Grad	Emp	
	(Score Range, e.g 1-4 & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)	(Score Range & Cut Score)
Subject matter									
Pedagogy									
Teaching skill									

*Includes measures of learning how to learn, multicultural perspectives, and technology

Here is another example:

Table 44d

Mean grades (u/g & program), license tests, portfolio rating, internship ratings (mid-term and final) and course pedagogy projects for candidates in special education program options

	N	Minimum	Maximum	Mean	Program standard	Standard deviation
Undergrad (1-4)	43	2.60	3.88	**3.29**	3.00	.32
Prog GPA (1-4)	43	3.33	4.00	**3.84**	3.00	.14
LAST (100-300)	15	233	286	**262**	250*	18.45
ATS (100-300)	15	234	284	**265**	250*	14.74
LIT (100-300)	30	223	289	**265**	250*	16.11
SWD (100-300)	35	222	279	**254**	250*	14.18
CST (100-300)	23	202	283	**259**	250*	19.77
Portfolio 1 (1-3)	43	1.00	3.00	**2.36**	2.25	.52
Portfolio 2 (1-3)	43	1.00	3.00	**2.29**	2.25	.68
Portfolio 3 (1-3)	43	1.00	3.00	**2.45**	2.25	.60
Portfolio 4 (1-3)	43	1.00	3.00	**2.00**	2.25	.72
Domain 1 (1-4)	43	1.80	4.00	**3.69**	3.00	.42
Domain 2 (1-4)	43	2.50	4.00	**3.73**	3.00	.39
Domain 3 (1-4)	43	2.00	4.00	**3.69**	3.00	.40
Domain 4 (1-4)	43	1.80	4.00	**3.81**	3.00	.39
Mid Term (1-4)	42	2.30	3.70	**2.92**	3.00	.35
Final (1-4)	42	2.50	4.00	**3.32**	3.00	.35
Project 1 (1-100)	32	80.00	97.00	**90.92**	75.00	4.52
Project 2 (1-4)	32	3.30	4.00	**3.77**	3.00	.27

*State passing score is 220

Sample response: *Looking at the data in Table 44b, you might suggest to the hypothetical* Brief *authors that they investigate their record for the following:*

- *The statistics about the validity of the interpretations of the measures.*
- *Whether the reliability sample of 30 was representative of the population and whether the N's are representative samples of the graduates or the universe of graduates.*
- *The range of scores for Praxis II (what is the zero score and the maximum?).*
- *The completion rates in each year of the program (because in the years when fewer than 20 candidates graduated, the program might have had high drop-out rates, in which case the true means would be more like that of the students in year 2012-2013*
- *Other mathematics measures that would contradict those in the table.*
- *Special features that might have been in place in 2012-2013 (e.g., changes in faculty, the curriculum, the admission standards, policy changes, etc.) to account for the lower mean and larger standard deviation.*
- *The range of the grades to be sure 4.0 was the maximum.*
- *The percentage of candidates who had a 3.0 or higher math GPA and the number who passed Praxis II (by the state criterion) and achieved 75% of what the top 10% of Praxis II math scorers achieved on the test.*
- *The comparison of the math grades of the graduates with math majors, not just the average of all the graduates at the institution.*

Table 44b (repeated)
Mean (and SD) GPA and Praxis II scores and pass rates in secondary mathematics for years 2009-2014 at Exemplar University

Year of graduation	GPA in upper level mathematics courses: math department mean: 3.1; math department standard: 2.75			Scores on Praxis II: mathematics national mean: 540 *State cut score: 520*			Correlation: GPA-Praxis II
	Number graduates/ number admitted	Mean (0-4)	SD	Graduates N	Mean and (pass rates) 400-800	SD	Pearson *R*
09-10	15/20	3.5	.5	15	610 (84%)	90	.89
10-11	12/21	3.4	.4	12	590 (77%)	95	.70
11-12	14/22	3.6	.5	14	615 (85%)	92	.69
12-13	20/22	3.0	1.1	20	510 (47%)	130	.71
13-14	15/20	3.5	.5	15	610 (84%)	95	80
Total	76/105	3.4	.6	75	587 (75%)	100	.75

Note: The faculty assessed the reliability of the GPA by drawing a sample of 30 candidates from the five-year period, and correlating the grades received on the odd lines on their transcript with the grades received on the even lines. The correlation was .78, providing support for a satisfactory level of reliability. ETS reports that the Praxis II examination in mathematics has a reliability of .83 for its norming group. The graduates of our program match well the characteristics of the ETS norm group.

Are there problems serious enough for you to reject the conclusion that the program satisfies Quality Principle I with regard to subject matter knowledge?

Probably not, because the evidence in favor of the conclusion is persuasive. There are two measures with reliability and validity determinations within the IB Commission's guidelines. With regard to the sufficiency of the two measures, each represents more than 75% of the maximum score available to the graduates. All the grades in math for 80% of the years were at or above 3.0 out of 4.0 and averaged at least 3.0 every year. The preponderance of the evidence (that is, 80% of the time and for over 75% of the 76 graduates) is consistent with the claim that they know their subject matter. The graduates in most years exceeded on

average the grades earned in the math department, many of whom were presumably majoring in math. The table offers no evidence that would indicate that the candidates are not competent in their mathematics knowledge.

<u>Exercise 45</u>**: Apple University's claim for caring teaching skills:**
The faculty members at Apple University have claimed that their graduates leave the program with the teaching skills needed to perform well in their first school placement. The evidence they share in the *Inquiry Brief* to support their claim consists of three measures:
1) scores on the state tests showing pupil gains in performance on the state content standards;
2) ratings received from the graduates' first year principals; and
3) comparison of hiring rates of the program with other similar programs in the state.

How credible is Apple University's claim? What are some rival explanations for the findings reported below? Would you conclude there was sufficient evidence to support the claim the Apple faculty made?

Apple University's evidence
<u>Pupil gains on state tests.</u> While the teacher education program at Apple University graduates 200 new teachers every year, only 120 of them elect to accept positions "in-state." Others take teaching positions in other states (n = 40) while others pursue life options in graduate school, in business, or in raising families (n=40). The state examinations of pupil achievement are administered only in 3rd grade and 5th grade. Of the 120 graduates who are teaching in state, only 40 are teaching at the 3rd grade or 5th grade level. The results of the pass rates for the pupils of those teachers are reported below in Table 45a:

Table 45a
Pass rates of students in 3rd and 5th grade of Apple University first-year graduates compared to state rates overall on the state curriculum test

Grade level	N	Percent passing	Percent failing
3rd grade: Apple Teachers	25	70%	30%
3rd grade: Overall	2,050	55%	45%
5th grade: Apple Teachers	15	65%	35%
5th grade: Overall	2,200	58%	42%

<u>Principal survey.</u> The Apple University faculty surveyed the principals of the 120 recent graduates of the program who were teaching in state. The faculty was fortunate in that of the 87 schools in which the 120 Apple graduates were employed, 60 had principals who had either graduated from Apple University as undergraduates or had studied at Apple University for their administration credentials. This situation increased the likelihood that the principals would respond to the survey instrument. The results of the survey are disaggregated in Table 45b, below:

Table 45b
Number of Apple-trained teachers rated excellent, satisfactory, and unsatisfactory on a survey of principals disaggregated by principals' affiliation with Apple University

Principals (N)	Teachers rated as "excellent"	Teachers rated as "satisfactory"	Teachers rated as "unsatisfactory"
Principals with previous affiliation with Apple University (n = 45)	12	30	3
Principals with no previous affiliation with Apple University (n = 15)	1	9	5
Total number	13	39	8

Hiring Rates. Principals and directors of personnel in schools are very conscientious about hiring new teachers who have outstanding teaching skills. It is not enough these days to be smart or to have high grade point averages. Often candidates for teaching posts must present portfolios documenting their teaching practices, and on occasion they must demonstrate their skills by offering a lesson to pupils in the school. Hiring rates are quite significant, then, in attesting to the teaching skills of an EPP's graduates. Apple University faculty interviewed the directors of teacher placement at 20 sister campuses within the state with EPPs similar to those of Apple to determine what percentages of placement represented the hiring rates of Apple's graduates. Only 13 campuses were able to provide this information. The results are arrayed below in Table 45c:

Table 45c
Number of Apple University graduates and non-Apple graduates and percentage hired in and out of state

Institution	Number of graduates	Percentage hired in state	Percentage hired out of state	Not hired
Apple University	200	60%	20%	20%
Sister institutions	650	55%	15%	30%

Exercise 45, continued: Formulate your own response to the questions posed at the outset of the exercise:

- How credible is Apple University's claim?
- What are some rival explanations for the findings reported in the three tables?
- Would you conclude there was sufficient evidence to support the claim the Apple faculty made?

Use the space below for notes.

An example of reporting course grades:

	331	332	333	334	335	336	337	338
N=	116	116	116	116	116	116	116	116
Scale:	0-4.0	0-4.0	0-4.0	0-4.0	0-4.0	0-4.0	0-4.0	0-4.0
Mean	3.98	3.92	3.98	3.79	3.88	3.81	3.92	3.85
Std Dev	0.12	0.23	0.12	0.44	0.31	0.33	0.30	0.38
Adv Prof	110 (95%)	98 (84%)	110 (95%)	81 (70%)	93 (80%)	78 (67%)	102 (88%)	92 (79%)
Proficient	3 (3%)	10 (9%)	3 (3%)	19 (16%)	13 (11%)	21 (18%)	6 (5%)	11 (9%)
Qualified	3 (3%)	7 (6%)	3 (3%)	11 (9%)	6 (5%)	14 (12%)	6 (5%)	9 (8%)
Below	0 (0%)	1 (1%)	0 (0%)	5 (4%)	4 (3%)	3 (3%)	2 (2%)	4 (3%)
Cuts:								
Adv Prof	4	4	4	4	4	4	4	4
Proficient	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
Qualified	3	3	3	3	3	3	3	3

Rows 1-4 provide the numbers of candidates; the rating scale (0-4.0), the mean, and the standard deviation for each of the 8 courses

Rows 6-9 provide the number and percent of candidates at each of the four levels: advanced proficient (4.0), proficient (3.7), qualified (3.0), and below (>3.0)

Rows 12-14 provide the cut score for each level

Exercise 46: What can we learn from the data we report? Read the following three tables and discuss how you would interpret them. What more would you need to know in order to use this data for program improvement? *(Following these tables are sample questions a visiting team may raise about the tables.)*

**Table 46a: Survey of candidates and faculty
on EPP and graduates' quality**

Survey statement	Candidates Agree	Affiliate Faculty Agree	Ranked Faculty Agree
1. Program improvement	89%	97%	100%
2. Graduates are well-prepared educators	91%	98%	100%
3. Graduates meet state standards	70%	98%	100%
4. Graduates use technology	87%	77%	10%
5. Graduates learned how to learn	87%	95%	90%
6. Graduates acquired multicultural perspectives	87%	81%	50%

List 5 questions you have about the information reported in Table 46a:

1.

2.

3.

4.

5.

Table 46b Average Scores for Work Samples

The EPP prepares teachers for early elementary, elementary, K-12 (art, music), secondary, and special education and has collected Work Sample data since 2006.

Criteria: Written Report	Graduate average	Undergrad average
1. Nine questions addressed in the report	3.8	3.5
2. Professional appearance (professionalism)	3.8	3.4
3. Unit and lesson planning (learning theory)	3.9	3.6
4. Reflections (critical thinking)	3.8	3.9
5. Use of formal & informal assessment data to drive instruction (assessment)	3.6	3.5
6. Evidence of P-12 student achievement (learning theory)	3.7	3.8
7. Standard 1: literacy (discipline knowledge)	3.7	3.7
8. Standard 2: mathematics (discipline knowledge)	3.8	3.5
9. Standard 3: standards and assessment (assessment)	3.5	3.8
10. Standard 4: content area (discipline knowledge)	3.7	3.3
11. Standard 5: classroom & instructional management	3.5	3.6
12. Standard 6: individualization of instruction (instruction)	3.5	3.3
13. Standard 7: technology	3.5	3.3
14. Standard 8: democracy (values)	3.7	3.3

What information would be useful to the program from the data collected from the Work Samples? What additional information could be useful from Work Sample methodology?

1.

2.

3.

4.

5.

Table 46c: Student Teaching Assessment

The following means were reported in an *Inquiry Brief* to demonstrate candidate achievement in student teaching (to meet Quality Principle 1.3 expectations/Caring and Effectiveness)

Proficiency	Item / Question	Midterm Rubric Score	Final Rubric Score
Communication	Interacts respectfully by showing appreciation of the perspectives of others.	3.3	3.5
Critical Thinking	Analyzes student needs and utilizes conclusions to collaborate with resource persons to best serve students.	3.3	3.8
Discipline Knowledge	Presents accurate information in the content areas he/she is teaching.	3.5	3.6
Instruction	Creates a positive and effective classroom learning environment for all students, using multiple strategies.	3.7	3.8
Assessment	Analyzes the results of on-going content assessments to plan and adjust subsequent instruction.	3.1	3.6
Professionalism	Presents as a professional in demeanor, appearance, oral and written communications.	3.8	3.8
Learning Theory	Evaluates the unique characteristics of each student and chooses appropriate instructional strategies to address various learning styles and instructional needs.	3.3	3.6
Values	Communicates with students to encourage positive behavior, such as cooperation with others, respect for rights of others, and character in challenging situations where ethical decisions are necessary.	3.8	3.8
Technology	Integrates computer technology to enhance lessons, in record keeping, and in communication.	3.1	3.6

List 5 questions you have about the information reported in Table 46c:

1.

2.

3.

4.

5.

☐Answer Key to Exercise 46, Learning from the results reported

Table 46a – *Possible questions asked by site visitors considering the reported data.*
1. Where do these data come from?
2. How many candidates, affiliate faculty, and ranked faculty are represented by these percentages?
3. When did these people respond to these items? What were responses like over time?
4. On what basis did participants "agree" that: (1) there was program improvement, (2) students are well prepared, (3) students meet state standards, (4) students use technology, (5) students learn how to learn, and (6) students acquire multicultural perspectives?
5. What does "program improvement" (row 1) mean?
6. What percentage of agreement does faculty want for a question? What response did the program faculty make to the 70% of candidates in agreement that they meet state standards? What response was made to the 77% of affiliate faculty and 10% of ranked faculty in agreement that students use technology?
7. What does "use technology" (row 4) mean?

Table 46b – *Possible questions asked by visiting team considering the reported data.*
1. What is the scale for the responses?
2. How many graduate students? How many undergraduate students?
3. How do students from the various program options respond to this assessment?
4. What year(s) are being reported? Are there differences over time for each item?
5. What are the high/low scores for each item? What is the standard deviation of the scores?
In response to a Clarification Question, the program responded that the Graduate Average was compiled from scores of 12 students: 1 in 2006, 3 in 2007, 6 in 2008, and 2 in 2009. The Undergraduate Average was compiled from scores of 6 students: 3 in 2007, 2 in 2008, and 1 in 2009. The program includes preparation for early elementary, elementary, K-12 (art, music), secondary, and special education. Work Sample data have been collected at least since 2006.

Table 46c – *Possible questions asked by visiting team considering the reported data.*
1. What is the scale for the responses? What are the high/low scores for each item? What is the standard deviation of the scores?
2. How many students are included in the averages? Are the students graduate or undergraduate? What program option? Are there differences in the ratings for students in different program options? For graduate and undergraduate students?
3. Who is scoring the student teaching assessment? Is this a compilation of ratings by cooperating teachers and university supervisors? How do scores from the cooperating teacher and university supervisor differ for each item?
4. What year(s) are being reported? Are there differences over time for each item?

SESSION THREE: EVALUATING THE SELF STUDY

3(A) EXPANDED INFORMATION REQUIRED FOR CONTINUING ACCREDITATION

The EPP's first *Inquiry Brief* contains three implicit promises for the future that need to be addressed in its subsequent bid for reaccreditation. These three are: (1) a plan to undertake continuing inquiry into the factors that might influence candidate learning and accomplishment in the program; (2) evidence that not only did the Quality Control System work more or less as it was designed, but that it improved program quality; and (3) that some of the categories of evidence, cited in Appendix E, that were not available or relied upon in the first *Inquiry Brief* would be used in the subsequent *Brief.*

The *Inquiry Brief* from program faculty seeking continuing accreditation will make the case for accreditation to the IB Commission by including all the familiar elements outlined in this workbook, but within that framework, the EPP will also need to integrate information about the three points above into its *Inquiry Brief* for re-accreditation:

1. With regard to the plan for future and on-going inquiry outlined in its first *Inquiry Brief*, the faculty can provide a separate report of how the plan turned out, or the report may be included in the subsequent *Brief* in the Discussion section. The EPP is not obligated to conduct the exact inquiry it planned in its first *Brief,* but it is obligated to have conducted some inquiry to earn a full continuing accreditation term. If the EPP abandoned its initial plan for inquiry, it would simply give the reasons for going in a different direction and report the results of the inquiry it in fact undertook.
2. With regard to evidence that the activities of the Quality Control System actually improved something in the program, the faculty should report evidence that it has made something better in the program. This evidence may be the same as that undertaken in Item 1 above or it may be in some other area of interest to the faculty.
3. With regard to how the evidence promised in Appendix YY/E "for future use" has been addressed, the faculty may either include it or provide reasons for not using it.

There is always the hope and expectation that the program seeking reaccreditation will also have refined and enhanced the quality of the evidence it uses to make its case so that it is more persuasive and conclusive than what was submitted in the prior *Inquiry Brief.*

Exercise 48: Following up on the findings (for re-accreditation): With the key question of the internal academic audit in mind (*Did the mechanism make things better, improve quality?*), consider the case below:

CASE: The faculty members in a teacher education program were concerned that their admission standards, while functioning as designed, were not yielding the outcomes they should.

In the internal audit (Appendix XX/A) of their first *Inquiry Brief,* they had examined the relationship between GRE scores and program grade point averages and found the correlation was too low to justify the continued use of the GRE as a predictive measure of success in the program.

Subsequently, they undertook an examination of a sample of candidates who had completed the EPP and who had the various undergraduate indices reported in the table below.

What conclusions should they come to in their second *Inquiry Brief* about how they should use the undergraduate index, if at all, in their admission procedure in their graduate program?

Table 48
Number of master's candidates above and below a graduate GPA of 3.5 as a function of various undergraduate grade point indices (2.4, 2.5, 2.75, 3.0)

Undergraduate GPA	Program GPA below 3.5	Program GPA above 3.5	Total
Above 3.0	8	74	82
Below 3.0	9	28	37
Above 2.75	11	87	98
Below 2.75	6	15	21
Above 2.5	13	96	109
Below 2.5	4	6	10
Above 2.4	14	99	113
Below 2.4	3	3	6
Totals	**17**	**102**	**119**

Checklist to accompany the submission of the Inquiry Brief

Requirements for the *Brief*	Find it on page	Still missing
1. We identify the author(s) of the document.		
2. We provide evidence that the faculty approved the document.		
3. We give a brief account of the history and logic of the EPP and its place within the institution.		
4. We provide some demographics of program faculty and candidates (e.g., race and gender), broken out by year, by each program option.		
5. We state our claims explicitly and precisely.		
6. We provide evidence to support our claims organized by their relationship to the CAEP Standards 1 and 4, or components of TEAC Legacy *QPI* (1.1–1.3).		
7. We provide evidence for all the cross-cutting themes (diversity and technology or the subcomponents of *QPI* (I.4): learning how to learn, (1.4.1); multicultural perspectives and accuracy (1.4.2) and technology (1.4.3).		
8. We have checked that our claims are consistent with other program documents (e.g., catalogs, websites, and brochures).		
9. In the rationale, we explain why we selected our particular measures and why we thought these measures would be reliable and valid indicators of our claims.		
10. In the rationale, we also explain why we think the criteria and standards we have selected as indicating success are appropriate.		
11. We describe our method of acquiring and analyzing our evidence – the overall design of our approach, including sampling and comparison groups (if applicable).		
12. We provide at least two measures for each claim unless there is a single measure of certain or authentic validity.		
13. For each measure we include empirical evidence of the degree of reliability and validity.		
14. We present findings related to each claim, and we offer a conclusion for each claim, explaining how our evidence supports or does not support the claim.		
15. We describe how we have recently used evidence of student performance in making decisions to change and improve the program.		
16. We provide a plan for making future decisions concerning program improvements based on evidence of our students' performance.		
17. We provide evidence that we have conducted an internal audit of our quality control system (QCS) and we present and discuss the implications of the findings from our internal audit (Appendix XX/A).		
18. We provide Appendix C that describes faculty qualifications.		
19. We provide Appendix D that describes EPP requirements and their alignment with state and national standards.		
20. We make a case for institutional commitment to the program (Appendix B).		
21. We make a case that we have sufficient capacity to offer a quality program (Appendix B)		
22. We list all evidence (related to accreditation) available to the program (Appendix YY/E).		
23. We provide copies of all locally developed assessments in Appendix ZZ/ F.		
24. We provide, if applicable, copies of decisions by other recognized accreditors for professional education programs not covered in the *Inquiry Brief (*Appendix G).		
25. If any portion of the EPP is delivered in distance education format, we make the case that we have the capacity to ensure timely delivery of distance education and support services and to accommodate current candidate numbers and expected near-term growth in enrollment. If no portion is delivered remotely, we explicitly state this.		
26. If any portion of the EPP is delivered in distance education format, we describe the process by which we verify the identity of candidates taking distance education. If no portion is delivered remotely, we explicitly state this. courses.		

* The checklist for the Inquiry Brief Proposal need not have entries for rows 6, 7, 13, 14, and 15.

3(B) THE SITE VISIT

The IB Commission's audit of the *Inquiry Brief* is focused on one question: ***Are the statements in the* Brief *accurate?*** The focus of the audit is the evidence for the EPP's claims, the interpretations of reliability and validity from the methods of assessment, the results of the assessments, the faculty's use of those results to modify their program, and the faculty's system of monitoring and improving the quality of the EPP.

The visiting team:
- selects a <u>target</u> from the *Brief* (which can be a statement, table, or figure);
- describes how they will "<u>probe</u>" the target to determine its accuracy (e.g., examine files, re- analyze data, conduct exercises with faculty/candidates/cooperating teachers to determine how they will use their assessment measures, conduct interviews, observe classes, review training materials, review distance education policies and practices, etc.)
- presents the result of the examination in a <u>finding</u>
- scores the finding as Verified, Verified with Error, or Not Verified

<u>Visiting team's responsibilities</u>
1. to understand the case being made for accreditation (Summary of the Case, Clarification Questions)
2. to verify the text of the *Inquiry Brief*
3. to corroborate the evidence presented in the *Brief*
4. to judge whether errors are trivial or consequential
5. to represent the IB Commission within CAEP
6 . to produce the audit report and case analysis

<u>EPP's responsibilities</u>
1. distribute the call-for-comment invitation
2. send the IB Commission email addresses for faculty, candidates, and cooperating teachers/mentors (for conducting an independent survey)
3. make provisions for the site visit team travel/ground transportation
4. schedule interviews and meeting rooms
5. ensure that visiting team has access to all needed information, documentation, and evidence

<u>Elements of the site visit report and case analysis</u>
Audit Report
1. Introduction (Summary of the Case, site visit logistics, and audit opinion)
2. Audit Map (table of audit tasks organized by quality principle and score, hyperlinked to the actual task)
3. Method (characterization of the audit)
4. Findings (tasks organized by quality principles; includes summary statements, IB Commission survey results, and tables on parity and capacity)
5. Judgment about institutional commitment
6. Audit opinion (e.g., clean or qualified)
7. Site Visit schedule

Case Analysis
8. Presentation of the EPP's case for accreditation as it is aligned to CAEP Standards or TEAC Legacy Quality Principles. For each CAEP Standard/TEAC Quality Principle,

evidence is presented that is consistent with meeting the standard, evidence that is inconsistent with meeting the standard, and possible rival explanations for the consistency of the evidence. The audit team provides wording for any recommended weaknesses or stipulations regarding components of standards of quality principles. The case analysis concludes with a judgment as to whether the evidence is above or below CAEP's expectations. The IB commission either accepts or modifies these.

EPP's response to the audit report
1. Correct factual errors
2. Respond to any or every audit finding

The IB visiting team will correct factual errors and may respond to responses. When both the EPP and the visiting team are satisfied, the final version of the audit report is prepared and the case analysis is added. The document is then forwarded to the IB Commission. The EPP will have an opportunity to respond to the case analysis at the review session.

3(C) THE IB COMMISSION REVIEW

The IB Commission reviews the EPP's case for accreditation in two steps:
First, an initial panel review of 3-5 commissioners who review the documents making the case for accreditation – the *Inquiry Brief*, the audit report, and the case analysis (template below) – and make a recommendation for accreditation based on how well the EPP meets the IB Commission's quality principles and to cite any areas of weakness or stipulations in the case;

Second, a Joint Panel Review in which the initial panelists present their recommendation to a second panel to double-check the recommendation, probe the accuracy of any cited area for improvement or stipulation, examine the rationale for the recommendation, accept or modify the recommendation, and determine that the IB Commission has followed its procedures. In CAEP cases, the joint panel will include members from the Selected Improvement and possibly the Transformation Initiative pathways.

At this point, the CAEP Accreditation Council or, for TEAC Legacy cases, the IB Commission makes its accreditation decision and the EPP is notified. An official decision letter is provided within a month following the review.

3(D) MAINTAINING ACCREDITATION

Annual Reports
Annual Reports are required on the anniversary of the accreditation decision and include the following information:

1. A **report of any substantive change** in the program or the institution. Types of substantive change include:
    - Any change in the published mission or objectives of the institution or program
    - The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when CAEP or the TEAC IB Commission most recently accredited the program
    - A change in legal status or form of control of the program

- A contract with other providers for direct instructional services, including any teach- out agreements
- A change that alters the adequacy of the evidence the program uses to support its claim that it satisfies CAEP Standards or TEAC's Legacy quality principles

2. An **update of Appendix YY/E**, which is a table that describes the evidence the program relies upon, or plans to rely upon, and indicates any information that is different from that submitted in the *Brief* or an earlier annual report

3. An **update of the program's data spreadsheet(s)** or data tables related to the program's claims

4. An update of the **Table of Program Options** with the number of students enrolled and graduated in total and by program option

Annual reports must be uploaded into the AIMS system.