

Guidelines on writing and acceptance of standards: Program Review with national Recognition using specialized professional association (SPA) standards (2019)

Guidelines C.2 List of required components of a SPA Standards application

[SPA Standards Committee Presentation Handout: 2019 Fall CAEP Conference]

<p>INTRODUCTORY MATERIAL</p> <p>1. Title page—A title page with the following information</p> <ul style="list-style-type: none"> ● Name of the professional association ● Program(s) and level(s) included in the program standards ● The website for obtaining the full copy of the professional association’s program standards ● The name, postal address, telephone number and email for contact persons who can answer questions related to the SPA submission 	<ul style="list-style-type: none"> ● A title page and table of contents are not required but are helpful. Some SPAs have hot-linked the table of contents to the location in the standards application document, also very helpful to readers.
<p>2. Brief introduction to the program standards for SPA Standards Committee use — SPAs are asked to provide a brief introduction to the program standards for SPA Standards Committee use (which may be similar to an introduction to the program standards prepared for institutions).</p>	<p>The introduction to the application provides a brief overview, context, and explanation for “why these standards now.” It should function as an advance organizer for the standards application. The introduction will be useful to institutions and other constituencies when the standards are published.</p>
<p>STANDARDS—Including principles, formatting, proposed waivers, and programmatic standards</p>	
<p>3. The SPA Standards—SPAs are asked to provide a complete copy of the text of new or revised standards, components, and supporting explanations, and in Section 8 candidate performance assessment rubrics and assessment evidence guidelines that will be disseminated to programs.</p>	
<p><i>Standards</i>—The SPA Standards focus on students and creation of environments that will foster student learning. SPA Standards are written to describe what candidates should know and be able to do by the completion of their preparation programs in ways that can be assessed by actual performance. SPA Standards should be written around the four InTASC categories described in part B.3, above, as a structure or organizing framework. Standards must be written so that each concept that is to be a component appears in the language of the standard. Standards must be limited to the special knowledge and skills that candidates should acquire and demonstrate in the SPA’s field within the scope of the principles.</p>	<ul style="list-style-type: none"> ● It will be very helpful to readers to provide at the outset a summary list of the complete standard statements with accompanying component statements. This will allow readers to see the whole before beginning a reading of each individual standard, component, and supporting explanation.

<p><i>Components</i>—The components expand upon the standard statement; they are a conceptual outline for the standard statement; they provide structure for the standard. Each concept that is a component appears in the language of the standard. The components focus on the critical aspects of the SPA Standards so that programs can reasonably accommodate the standards in a pre-service educator preparation program.</p>	<ul style="list-style-type: none"> •To the extent that the standards provide skeletal structure of the standards, the components provide the defining musculature. Components are focused aspects of the standards and are the primary basis for assessment of the standards and use in developing program curriculum.
<p><i>Supporting Explanations</i>—Supporting explanations elaborate on the meaning of the SPA’s standards. The supporting explanations should provide guidance regarding the scope and focus of the standard component by describing how the standard appears in practice—what’s important for candidates to know, understand, and do when they are acting in ways that meet the standard.</p>	<ul style="list-style-type: none"> •Supporting explanations are “candidate/verb” statements that describe what candidates know, understand, and can do when demonstrating that they meet the standards. The supporting explanations are not “about” the topic of the component statement (e.g.,), or why the component topic is important. It is not a discussion of the professional knowledge base which comes later in a separate section. The supporting explanation is the only public facing description of what the standards and components look like in action. Supporting explanations are essential for developing assessments and scoring rubrics that are consistent and aligned with the standards.
<p>SPAs are asked to provide standards which are written around the four InTASC categories and which use the categories to form “a structure or organizing framework” (Guidelines, B.4.a) as follows: For teachers, the content of the SPA Standards introductory material and the principles and supporting explanations focus on student learning in some obvious way (Guidelines, B.1). For other school professionals, the content of the SPA Standards introductory material and the principles and supporting explanations focus on creating supportive environments for student learning, as appropriate to the specialty field (Guidelines, B.7). The categories explicitly appear in the structure of the proposed SPA Standards. The content of the standards clearly reflects the categories.</p> <ul style="list-style-type: none"> • Standards and components are included but with no additional layers of specificity (Guidelines, B.4.b). If any additional layers of description are included, they are provided as explanations, not as requirements for evidence. • SPA Standards are written so that each concept that is to be a component appears in the language of the standard (Guidelines, B.4.c). 	<ul style="list-style-type: none"> •Obvious alignment to the four InTASC categories is essential. The four InTASC categories and ten standards often form the core of educator preparation programs in an institution and are often the basis for state standards. •No exceptions. The components are the limit of specificity. Only performances stated in standards and components are assessed. •Assure alignment internal consistency between standards and their constituent components.

<ul style="list-style-type: none"> • The number and complexity of standards and components are limited to be no more than 7 standards and 28 components total—and are sufficiently limited to be comprehensively evaluated in 6 to 8 assessments (Guidelines, B.4.d). • The standards are limited to the special knowledge and skills that candidates should acquire and demonstrate in the SPA’s field (Guidelines, B.4.g). For example, education foundations and generic pedagogy would not be unique to a SPA’s field. • Standards are related to the categories and limited to what education professionals who are completing preparation programs must know and be able to do (Guidelines, B.4.h). • The SPA Standards make clear distinctions on types of education professionals for whom they are written: initial teaching credential, advanced teaching, or other school professionals (Guidelines, B.4.g and B.4.h). • The SPA Standards include supporting explanations that can assist program reviewers and program faculty (Guidelines, B.4.i). The supporting explanations elaborate on the meaning of the SPA’s standards by describing how the standard appears in practice—what’s important for candidates to know, understand, and do when they are acting in ways that meet the standard (Guidelines B.4.i). • The SPA submission should identify any “dispositions,” stated in terms of candidate behavior, that appear in the standards and explain why these cannot appropriately be examined during the accreditation process. 	<ul style="list-style-type: none"> • Avoid the natural tendency to overstuff each component. • Avoid generic standards that apply to all teachers and thus could be assessed at the EPP level. • Standards are not written for first, second, or third year educators, but for candidates who are completing a preparation program. • This is best indicated on the title page. Wherever it is addressed it should be explicit. • Verify that the SPA Standards and components include supporting explanations that can assist program reviewers and program faculty in understanding the intent of the standards by providing guidance regarding the scope and focus of the standard component by describing how the standard appears in practice—what candidates will know, understand, and do when they are acting in ways that meet the standard. • If present, “dispositions” should be stated in terms of observable candidate behavior and should be related to the professional specialty area. Rather than statements such as “candidates are committed to ongoing professional learning,” something like: “Candidates participate in peer and professional learning communities to enhance young children’s learning and development.”
<p>4. Statement on development of the standards— SPAs are asked to provide a brief overview of the processes the SPA used to develop the new or revised standards.</p> <p>a. Explain how, throughout the standards development process, the SPA invited, and responded to, comments about their current specialty program standards from CAEP other specialized professional associations, P-12 school-</p>	<ul style="list-style-type: none"> • Explain how related constituencies were involved in providing input and response to the new standards.

<p>based practitioners, institutions, and states (Guidelines, C.1.d).</p> <p>b. Describe how the SPA has drawn on related professional standards and developments in the field and elsewhere that have influenced its views about program standards (Guidelines, C.1.a and C.1.b).</p> <p>c. Discuss the knowledge base(s) upon which the program standards are founded (Guidelines, C.1.c).</p> <p>d. Describe how consensus was developed by reporting each of the following five items:</p> <ol style="list-style-type: none"> 1. a description of the process(es) used to gather input from various constituencies; 2. a listing of the constituencies from whom input was solicited; 3. samples of any form(s) used; 4. a summary of respondents' responses and their input; and 5. an overview of how the input was used by the SPA in the final standards development, including an explanation of how critiques and differences of opinion were resolved (Guidelines, C.1.d). 	<ul style="list-style-type: none"> •Explain what P-12 standards, position statements, policies, and developments in the field influenced the new standards? This material is distinct from the knowledge base described below. •Each standard and component should include a discussion of the professional knowledge base, including current research (empirical research, disciplined inquiry, informed theory) and the wisdom of practice, appropriate for the professionals in their field. This should be a succinct, focused discussion of how the professional knowledge base supports inclusion of the standards and components. •How was input sought? From what constituencies, including P-12 practitioners? What did feedback reveal? •How did the feedback affect the final standards and competencies? How was conflicting feedback resolved?
<p>5. Potential duplication and/or overlaps in standards—The SPAs must provide a written analysis of commonalities and differences with other SPA standards or existing professional or accreditation standards indicating areas of duplication and/or overlap (Guidelines, C.2.4). Evidence of discussions with specialty organizations whose approved program standards may be duplicated and/or overlapped must be provided, together with an explanation of why the duplication exists or cannot be avoided.</p> <p>As appropriate for the specialty field, the SPA Standards Committee must pay attention to CAEP's cross-cutting theme on diversity (Guidelines, B.8.c). SPA Standards should describe the knowledge and skills candidates need to create instructional opportunities adapted to diverse learners.</p>	<ul style="list-style-type: none"> •Describe and explain how the proposed standards duplicate or overlap other SPA or existing professional or accreditation standards. Was feedback sought from organizations that may duplicate or overlap the proposed standards? Duplication and overlap are not inherently a problem, just explains why it exists. •Attention to diversity should be seen throughout the standards. Here is where alignment to the InTASC categories and standards can be helpful, attention to diversity and the learner, pedagogical content, instruction, and professionalism. Go beyond "all learners." Should appear in the

<p>As appropriate for the specialty field, the SPA Standards Committee must pay attention to CAEP’s cross-cutting theme on technology and digital learning (Guidelines, B.8.c). SPA Standards specify appropriate and effective integration of technology and digital literacy in instruction to support student learning.</p>	<p>language of the standards or components, not just in the supporting explanations.</p> <ul style="list-style-type: none"> •As with diversity, technology and digital literacy should be apparent throughout the standards, across all four of the InTASC categories. Go beyond simply using the term “technology.”
<p>6. Analysis of differences from current standards—SPAs preparing new or revised program standards for review and acceptance are asked to provide a written analysis of the extent to which the revised program standards differ from current standards.</p>	<ul style="list-style-type: none"> •An explanation including a two-column chart should suffice. The purpose of this section is to communicate to EPPs and other constituencies how the new standards have changed.
<p>7. Candidate performance assessment rubrics and assessment evidence guidelines—SPAs are asked to provide candidate performance assessment rubrics and assessment evidence guidelines that will be part of the complete SPA Standards document disseminated to programs. It is important that SPAs provide adequate guidance to programs seeking National Recognition on how the proposed standards can be met using 6 – 8 assessments; guidance to programs and program reviewers on assessment evidence; and, examples of candidate actions that would demonstrate that the standard is met. Candidate performance assessment rubrics and assessment evidence guidelines will be reviewed by the SPA Standards Committee to determine the measurability of the standards and their component parts.</p>	<ul style="list-style-type: none"> •The SPAs are asked to provide three specific products for dissemination to programs: <ul style="list-style-type: none"> 1-candidate performance assessment rubrics, 2-assessment evidence guidelines, and 3-examples of candidate actions that would demonstrate that the standard is met.
<p>8. Candidate performance assessment rubrics—SPAs provide candidate assessment performance rubrics to describe SPA expectations for appropriate candidate performance, and to guide reviewer judgments by defining different levels of candidate proficiencies in the SPA Standards that determine whether standards are met or not met. SPAs will apply the Sufficient level of evidence as identified on the SPA Evaluation Tool for Programs (Guidelines, Appendix C). SPA candidate performance assessment rubrics must demonstrate, at a minimum, the following characteristics:</p> <ul style="list-style-type: none"> • The basis for judging candidate work is well defined. 	<ul style="list-style-type: none"> •There should be a candidate performance assessment rubric for each component statement. •Rubrics should demonstrate best professional practices as explained in the SPA Evaluation Tool for Programs (Guidelines, Appendix C). <p>Common Problems with rubrics:</p> <ul style="list-style-type: none"> •performance indicators/descriptions of candidate performance are not well defined, vague and subjective language is used.

<ul style="list-style-type: none"> • Each proficiency level is qualitatively defined by specific criteria aligned with the category (or indicator) or with the assigned task. • Proficiency level descriptions represent a distinct developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and candidates with explicit feedback on their performance). • Proficiency level descriptions provide feedback to candidates that clearly indicate what actions candidates must take to move to the next higher level of performance. • Proficiency level attributes are defined in terms of performance-based and observable actions. NOTE: If a less actionable term is used such as “engaged”, criteria are provided to define the use of the term in the context of the category or indicator. 	<ul style="list-style-type: none"> • proficiency levels are not defined qualitatively, instead a quantitative model is used (None/Some/A Lot; or, 1, 3, more than 3 of the same thing) • Using a quantitative approach is not developmental, simply doing more of the same thing is not developmental. Movement toward higher order thinking and skills is developmental. • Is it clear what a candidate must know/be able to do to move to the next higher level of performance? • Proficiency level descriptions should be observable, what observable behavior must the candidate demonstrate?
<p>9. Assessment evidence guidelines—SPAs provide assessment evidence guidelines that will be part of the complete SPA Standards document disseminated to programs. Assessment evidence guidelines will address these aspects:</p> <ul style="list-style-type: none"> • Specify how the new or revised standards can be assessed using Option 1 or 2 as outlined in Appendix G. <p>• Describe how program reviewers are trained to review evidence and make judgments. Describe guidance provided to programs and program reviewers on evaluating assessment evidence. Guidance for reviewers should be provided to assure consistency in program reviews. Reviewer decisions on whether standards are met must be based on the preponderance of evidence at the standard level; and decisions on national recognition must be based on preponderance of evidence that standards are met (Guidelines, B.4.f). The use of “Preponderance of Evidence” means an overall confirmation of candidate performance on the standards in the strength or quality of evidence. SPA decisions will not require that every component be met.</p> <ul style="list-style-type: none"> • National recognition will not require that every component of all standards be met. However, programs will be expected to provide evidence for all components so that reviewers can weigh the 	<ul style="list-style-type: none"> • Explain how the standards and components can be assessed within the framework of 6-8 assessments. For each component, explain the sources of assessment evidence for candidate performance. A descriptive chart or an assessment/component matrix may also be helpful. • How is the use of “preponderance of evidence” a central feature of the program review process? What guidance is given to reviewers regarding using preponderance of evidence? • There should be explicit statements about not requiring that all components be met, and that programs just submit evidence for all components.

<p>evidence for the standard as a whole. When there is a greater strength or quality of evidence in favor, they should conclude that a standard is met or that a program is recognized. The components are used by programs and reviewers to help determine how standards are met. This means that a standard could be met overall, even though evidence related to one or more components is weak. Program reviewers make judgments that “overall” there is/is not sufficient evidence that the standard is met. The SPA clearly specifies the components that must be met for national recognition.</p> <p>In addition to the preponderance of evidence policy, guidance for reviewers and programs may address topics such as identification of required components or standards; explanation of the rubric performance levels; how to evaluate alignment among standards, assessments, and rubrics; decision criteria; or how to evaluate quality of assessment evidence.</p> <ul style="list-style-type: none"> • SPAs must provide examples of candidate actions that would each provide sufficient evidence that a standard component is met. Each example should be aligned closely with the content and complexity of the component expectations and should assist programs in crafting assessments that would include these or similar actions. Unlike specification of assessment tasks (e.g., create a lesson plan) each example should describe actions a candidate might take to demonstrate that the component is met in its entirety. 	<ul style="list-style-type: none"> • Addressing issues of preponderance of evidence is expected. A variety of other aspects of assessment evidence have been addressed by SPAs including identification of required components or standards; explanation of the rubric performance levels; how to evaluate alignment among standards, assessments, and rubrics; decision criteria; or how to evaluate quality of assessment evidence. • Examples should be statements of what candidates would be observed to be doing to demonstrate that the standard is met in its entirety. If a SPA cannot describe succinctly what candidates would be observed doing to demonstrate that the standard is met, then it may be that the component is too complex, too broad, or is not well-defined.
<p>10. SPA updates to CAEP on special scenarios—SPAs provide documentation of any SPA requests and SPA Standards Committee actions a year in advance of the SPA’s standards submission. These requests and actions fall into three categories:</p> <ul style="list-style-type: none"> • SPAs will update the SPA Standards Committee in accord with provisions under B.6 and B.7, Adapting principles for different SPA programs, and provide information on any subsequent SPA action following those adaptations. • If a SPA considers it necessary to include a field and/or clinical programmatic standard, it will propose its evidence-based findings to the SPA Standards Committee to include such a standard in accord with provisions under B.5, Standard on field and clinical experiences. Again, the submission 	<ul style="list-style-type: none"> • If the SPA is not requiring any of the listed special scenarios, then this guideline is optional. If a special scenario is requested, then the appropriate response is required. • There should be an evidence-based rationale that is presented to support the request.

<p>would include the committee’s input and any subsequent SPA action following that decision.</p> <ul style="list-style-type: none"> • A SPA that writes standards for other school professionals and believes that special conditions for their field can only be adequately addressed through a programmatic standard (i.e., different from those that fall under the field and clinical experiences standard in B.5) will inform the committee and seek input regarding such conditions. Here, too, the SPA standards submission would include the SPA Standards Committee’s input, and any subsequent SPA action following that decision. Refer to Appendix B for timeline of such submissions. 	
<p>PROCEDURES RELATED TO THE IMPLEMENTATION OF THE STANDARDS—including responsibilities to provide training for program faculty and for reviewers, as well as resources related to program review that SPAs make available.</p>	
<p>11. Training and resources—SPAs provide a description of training and assistance for institutions and the media resources they make available.</p> <ul style="list-style-type: none"> • <u>Training for program faculty</u>—A description of SPA training and assistance available to institutions seeking national recognition of their programs. The SPA should indicate how such assistance may be accessed, together with required charges, if any. • <u>Resources provided by SPAs</u>—A description or list of media resources provided by SPAs (print, web-based, other) that are intended to assist programs in the interpretation of standards and report preparation. Include citations for sources where appropriate. • <u>Information on SPA procedures for selection, training, and evaluation of program reviewers and representation of diversity within the profession</u>—SPA standards submissions must include information on SPA procedures for quality assurance in the selection, training, and evaluation of individuals who will conduct program reviews. <p>SPAs must provide a profile of reviewers over the past three years as evidence for addressing diversity in reviewer selection. It is important that specialty program reviewers represent the diversity within their professions and those they serve. SPAs also must describe procedures in place for recruiting and training so that reviewers represent racial, ethnic, and gender diversity; geographic diversity (i.e., those</p>	<ul style="list-style-type: none"> •How are programs helped to meet the standards, and to demonstrate that they meet the standards. Workshops, consulting, print, and online materials? •Face-to-face workshops? Online sessions? Consulting? •Just provide a list, or a link to resources •Explain how a pool of reviewers is selected, trained, evaluated. •Explain how the SPA assures that reviewers represent Diversity •Are the efforts to select and maintain a Diverse reviewer pool working? How do you know, what’s the evidence?

<p>from as broad a spectrum of states and regions as possible); and diverse roles (i.e., university faculty, P-12 teachers, school administrators, and other school professionals) as reflected in their profession.</p>	
<p>12. Supporting materials (Optional)—The SPA Standards Committee encourages SPAs to provide explicit suggestions and examples that could guide institutions toward stronger assessment evidence.</p>	<p>•Optional</p>