CAEP Standard 4: Its language, suggested evidence, and questions to address

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(5:00 pm EDT)

Presented by Deborah Eldridge, CAEP Advisor
• LCVinc1@gmail.com

Webinar Basics

- Please MUTE your phones.
- Remember to unmute when you want to talk.
- To ask a question during the presentation USE the CHAT or speak up when there are question and feedback pauses.
- The recording of the webinar will be posted on the CAEP website by May 15th, including the PPT.

Goal and Objectives

- **Goal**: To provide updates information on addressing Standard 4 and its components in the CAEP self-study.

- ***Objectives***: Participants will be able to (PWBAT):
  - Identify the key points of Standard 4 and its components,
  - List the kinds of evidence that CAEP recommends for each of the components for Standard 4, and
  - Describe how the standard and its components will be evaluated by CAEP reviewers, and
  - Outline when Areas for Improvement or Stipulations may be assigned.

Standard 4: Key points in the language of the standard and in the CAEP process

- 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.
- This standard and all its components MUST be met to be **fully** accredited.

Components of Standard 4: In Brief

- The components provide multi-dimensional measures of preparation impact
  - 4.1 Impact on P-12 learning and development
  - 4.2 Indicators of teacher effectiveness
  - 4.3 Satisfaction of employers
  - 4.4 Satisfaction of completers (in-service graduates)
  - **Each** component **MUST** be met for the standard to be met.
  - The components of this standard are routinely reported upon in the annual report.

A reminder on CAEP's Phase-In Schedule

CAEP's Phase-In Policy for Standard 4

	EPP selects prior or new 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
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 databases (already available in some states) for consistency and completeness, and be cost effective for providers	Plans and after Accreditation Council approval of the plan, progress is reported in the annual reports		Plans and progress, progress in annual report		Fully in place		
Program Outcomes, including: licensure, completions, and hiring rates; and consumer information (encouraged but not part of accreditation	Annual report will specify request each year						

General Rules for Standard 4 (AH, p. 54)

- All phase-in requirements are met
- All components are required
- At least 3 cycles of data submitted and analyzed: if a revised assessment is submitted with less than 3 cycles, submit original assessment as well.
- Cycles of data must be sequential and the latest available
- EPP-created assessments scored at CAEP sufficient level from the CAEP Assessment Evaluation Rubric

Feedback and Question Pause

Component 4.1: Key language

Impact on P-12 Learning and Development

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.

So, think: What evidence do I have that would demonstrate graduates' impact on P-12 student learning?

Component 4.1: Suggested evidence for ALL EPPs

- Direct measures of student learning and development
  - Addresses diverse subjects and grades
- P-12 impact or growth data from state teacher evaluations (if available)

If state data are not available:

- Teacher-linked student assessments from districts
- Teacher-conducted action research

EPPs that have access to data from states about completer impact:

- Demonstrate that they are familiar with the sources of the P-12 student learning impact data and the state's model for preparing the data that are attributed to the EPP's preparation program.
- Document the EPP's analysis and evaluation of information provided on P-12 student learning.
- Interpret the data
- Judge the implications of the data and analyze for the improvement of the preparation program

What does "be familiar" mean?

- New Accreditation Handbook (March 2016)
  - See page 50 (middle of the page) to the top of page 51
    - Sources of the data (psychometric soundness, complementary sources)
    - P-12 students from whom the data come
      - Proportion of completers represented
      - Degree of attrition
      - Manner by which data are linked with teachers
    - The state's practice in reporting data
      - Level of disaggregation
      - Criteria used to establish minimum number of completers
      - Decisions as to # of years of performance is associated with EPP
      - Disaggregated data for comparison
      - Disaggregated data for comparison by ELL, SPED, attendance, etc.

EPPs that do not have access to state P-12 student learning data:

- The EPP creates data similar to state data in conjunction with student assessment and teacher evaluations conducted *in school districts where some portion of its completers are employed.*
  - This type of EPP study could be phased in
  - By 2016, all EPPs should at least have a design in place and pilot data collection under way
    - One year of data needed for 2017-2018
    - EPP collaborations encouraged
- These alternative approaches can also be presented by EPPs that are supplementing state or district data with data on subjects or grades not covered

What are some examples?

- See memo on Standard 4 by Stevie Chepko dated 2/16/16
  - Learning objectives and metrics specific to schools/districts
  - Follow a small group of completers, representative of various licensure areas: case study, action research
  - Induction program with teacher-created assessments combined with observations
  - Six case studies of teaching strategies taught by EPP with pre-post
  - Virtual case study: reflective journal, blogs, learning communities, virtual meetings. Gathering qualitative and quantitative data.
  - Comparison points?
    - Completers with other completers/licensure areas
    - Completers with completers from another cohort year
    - Information on the schools in which completers are teaching; comparison by school type

Component 4.1: What are all reviewers/auditors looking for?

- **All evidence** for Standard 4 is **from in-service sources**, when an EPP's completers are working in schools.
- The EPP plan/data collection for studies under component 4.1 **addresses diverse subjects and grades**, making use of State VAM and or growth data where available.
- AH, page 55 provides the evaluation rubric for 4.1
  - At least one measure of impact from a representative sample of completers
  - Analysis and interpretation
  - Context and description of the source of P-12 data
  - Description and explanation of representativeness

When might an AFI or Stipulation be assigned?

- No, limited, or inappropriate data,
- Analysis/interpretation incomplete, superficial, or not supported by data,
- No or inappropriate context or description of the source of P-12 learning data, or
- General rules are violated.

Feedback and Question Pause

Component 4.2: Key language

Teacher effectiveness

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.

So, think: What evidence (other than measures of P-12 learning) do I have that would demonstrate in-service graduates are effective teachers?

Component 4.2: Suggested Evidence

- Structured classroom observation evaluations
  - CLASS:
    - **Social and emotional supports**--classroom climate, teacher sensitivity, regard for student perspectives;
    - **Organizational and management supports**--behavior management, productivity, strategies for engaging students;
    - **Instructional supports**--strategies that foster content knowledge, strategies that foster analysis and reading skills, strategies that foster knowledge of procedures and skills, quality of feedback, instructional dialogue.
  - For Danielson:
    - **planning and preparation**,
    - **the classroom environment**,
    - **instruction**, and
    - **professional responsibilities**.
- EPP-created observation instrument
- P – 12 student surveys, such as the Tripod survey by Ron Ferguson

Component 4.2: What are all reviewers/auditors looking for?

- Observation instruments are structured and inclusive of the application of professional knowledge, skills, and dispositions corresponding to P-12 learning/ teacher effectiveness,
- Representative/purposive sample that can be enlarged over time,
- Survey return rates are at acceptable levels (20% or above),
- Identification of types of validity and inclusion of appropriate descriptions, and
- Valid interpretations of data, supported by results.

When might an AFI or Stipulation be assigned?

- Student surveys are not rated as sufficient or better,
- Survey return rates are too low (15% or below),
- Validity descriptions not submitted, inappropriate, or failed to meet research standards, OR
- General rules are violated.

Feedback and Question Pause

Component 4.3: Key language

Satisfaction of employers

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.

So, think: what evidence do I have that would demonstrate the employers are satisfied with our program graduates once hired?

Component 4.3: Suggested Evidence

- Employer satisfaction data – EPP or State instruments
  - Surveys, focus groups, case studies
    - Include instrument, sampling, response rate, timing, population represented, methodology, etc. (AH, Page 52)
  - Descriptive of knowledge and skills that were developed during preparation
- 3 cycles of data on employment milestones
  - Promotion,
  - Employment trajectory,
  - Employment in high needs schools
  - Retention:
    - in position for which initially hired or
    - in another role by the same or different employer

Component 4.3: What are all reviewers/ auditors looking for?

- Any EPP-conducted survey used for employer satisfaction is evaluated at the sufficient level on the CAEP Assessment Rubric
- A State or EPP conducted survey is used for gathering data and descriptive information is provided on:
  - the representativeness of the sample, the characteristics of the respondents, and the survey response rate
  - disaggregated data specific to high need schools or licensure areas
- Data are analyzed, evaluated, and interpreted
  - conclusions are supported by the data, argument is persuasive, and comparison points for data are provided
- EPP gathers employment milestone information from employers and includes the results in the self-study documentation and analysis
- Survey return rates are at acceptable levels (20% or better) and inclusive of most licensure areas in the EPP.

When might an AFI or Stipulation be assigned?

- When there is no system for gathering employer satisfaction data,
- It is inadequate, OR
- General rules are violated.

Feedback and Question Pause

Component 4.4: Key language

Satisfaction of completers

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**.

So, think: what evidence do I have that would demonstrate our program graduates are satisfied now that they have been hired and are on-the-job?

Component 4.4: Suggested Evidence

- Completer satisfaction data – EPP or State instruments
  - Surveys, focus groups, case studies
    - Include instrument, sampling, response rate, timing, population represented, methodology, etc. (AH, Page 53)
  - Descriptive of knowledge and skills that were developed during preparation

Component 4.4: What are all reviewers/auditors looking for?

- Evidence that completers perceive preparation as sufficient for their job responsibilities (AH, Page 58),
- Appropriate analysis and interpretation of results,
- Adequate and representative sample reflected in responses,
- Survey return rates are at acceptable levels (20%),
- Analysis and interpretation aligned with intent of component
- Conclusions supported by data

When might an AFI or Stipulation be assigned?

- When interpretation and analysis are incomplete or conclusion are unsupported by data,
- Only one or two were provided:
  - System for gathering data,
  - Response rates of 20%
  - Description of representativeness of sample,
  - Multiple comparison points, and
  - Trends over time.
- General rules are violated.

Feedback and Question Pause

Standard 4: Key points in the language of the standard

- 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.

Making the Case for Standard 4: Holistic Summary Statement

- Information is provided from several sources and provides evidence of program impact on graduates (in-service).
- Data are analyzed.
- Differences and similarities across licensure areas and demographical data are examined.
- Appropriate interpretations and conclusions are reached.
- Trends or patterns are identified that suggest need for preparation modification or "staying the course".
- Based on the analysis of data, planned or completed actions for change are described.

NOTE: on component 5.4

- Further analysis of the 4 program impact measures addressed in standard 4 is expected in component 5.4 (AH, page 63- 64 and page 68-69 of the rubric)
- This requirement also includes the other four measures of program outcomes: completer/graduation rate, licensure rate, and consumer information.

FYI

- Next webinar has been rescheduled from May 26th (Thursday) to June 2, 2016 (Thursday) at 5pm Eastern Time.

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United States (Toll-free): 1 866 899 4679
United States : +1 (224) 501-3318

Access Code: 562-953-453

Final Feedback and Question Pause