

MEMORANDUM

To: Accreditation Council

From: Policy and Procedure Committee

Re: Transition Plan for Standard 4 Implementation

Date: October 24, 2015

Proposed motion: The Accreditation Council approves the Transition Plan for CAEP Standard 4 Implementation presented by the Policy and Procedure Committee that will guide EPPs, states, CAEP staff, reviewers, and other appropriate stakeholders.

Note: The Accreditation Council will be asked to vote on this motion Tuesday morning, October 27, 2015.

BACKGROUND FOR THE DISCUSSION

CAEP's Standard 4 provides an opportunity for EPPs to document the results of preparation program impact on the learning of P-12 students taught by program graduates. EPPs have faced serious challenges in gathering the evidence required to meet this standard. This paper describes procedural steps to address those challenges, while still moving toward the rigorous evidence required for Standard 4.

Purpose and content of Standard 4

The purpose of Standard 4 is to provide information about the effectiveness of preparation after completers are on the job in classrooms. This information is feedback on the results of what EPPs have done that is an essential input for their continuous improvement efforts. EPPs need to know the impact that their completers have on P-12 learning and development, and the satisfaction of employers and completers with the preparation experiences.

Evidence of P-12 learning and development is an important indicator, among numerous others, that EPPs effectively prepare teachers to be successful in the classroom. Among multiple measures, student learning and development data take on value when aggregated for larger numbers of students and, sometimes, when averaged across larger numbers of completers. CAEP will not use any of these measures to judge the performance of an individual completer. Instead, the data would be used for formative purposes—they help an EPP make decisions about where preparation courses and experiences might be improved or, if sufficient data are available, a particular program or license area strengthened.

Standard 4 calls for measures demonstrating four components:

- 4.1—impact on P-12 student learning;
- 4.2—completer's teaching, based on observations and P-12 student surveys;
- 4.3—employer's satisfaction and retention; and
- 4.4—completer satisfaction with preparation.

The Standard requires that evidence for all four components "must meet CAEP's guidelines" for full accreditation.

Evidence challenges for Standard 4

Due to factors outside their control, evidence for Standard 4 components can be difficult for EPPs to attain, especially for components 4.1 and 4.2.

- EPPs often face hurdles in gaining access to in-service data. Some of the data may be available from State data systems, but not all states have that infrastructure. Also, not all states are currently willing to share data with EPPs regarding their completers.
- States and districts are increasingly gathering data for some or all of the components, but there are differences across states and school districts in what is measured and how, as well as whether data are shared with preparation providers.
- While P-12 student surveys are more widely used each year, overall participation in such surveys is very limited and findings may or may not be linked with teacher evaluations.
- If states or districts fail to share results of their measures with preparation providers, then EPPs will need to make more substantial efforts to document their evidence for Standard 4.

Consequently the actual data and the sources that an EPP can tap for the Standard 4 components will differ:

- The challenge to the EPP is to accumulate sufficient and appropriate evidence from states, districts, and their own sources.
- The challenge to CAEP is to ensure, through its procedures and visitor training, that the review procedures and validity are consistent across different forms of evidence that is derived from different sources.

PROPOSALS FOR ACCREDITATION COUNCIL CONSIDERATION

The transition ideas are detailed in the four proposals that follow. Taken together, the proposals would recognize the problems that EPPs face in different states, treat them consistently, and move toward full implementation of Standard 4 by 2018. In summary, the ideas:

- Build on the CAEP “phase-in plan,” already in place, for data that were not typically part of accreditation evidence prior to the 2013 CAEP Standards (proposal #1);
- Provide operational guidance for the requirement that EPPs “meet all components” of Standard 4 for full accreditation by extending the timeline for quality evidence beyond the 2016 effective date of CAEP Standards (proposal #2);
- Systematically classify states by the Standard 4 component information they gather and share with EPPs so that all EPPs within the state will be reviewed by CAEP consistently (proposal #3); and
- Permit data that states share with EPPs to be deemed sufficient to meet a standard during the phase-in period (proposal #4).

Proposal #1—Phase-in plans:

The EPP develops an evidence plan to guide their accumulation of data documenting all components of Standard 4, drawing on state or district sources and their own. This is the same “phase-in plan” procedure that CAEP has already put into place. It applies to all aspects of evidence implied by the CAEP 2013 standards that were not typical of accreditation prior to adoption of those standards.

- a. **Evidence plans in 2015, 2016 or 2017**—the EPP develops an evidence plan (preferably in calendar year 2015) for all components of Standard 4, including data sources, designs, collections, validations, analysis and use. These serve as operating guides for continuing steps, over several years, to build Standard 4 evidence.
 - Plans indicate successive movement toward relevant evidence that will document all components by 2018.

- There must be at least one data point by 2018.
- Plans indicate how content validity of the measures will be determined. (NOTE: “content validity” refers to alignment of assessment content with standards.)
- b. **Self-study reports**—The plans, together with data accumulated through an EPP’s year-to-year implementation, are incorporated into a self-study report submitted in 2016, 2017 or 2018. The EPP also provides analyses, interpretations and documentation on its use of the results.
- c. **Site Visitors**—CAEP accreditation Site Visitors will review the evidence plans that are in the self-study report, as well as data collected and analyzed by the time of the visit under those plans. Areas for Improvement (AFIs) or stipulations will be noted.
- d. **Follow up**—Three EPP annual reports following the Accreditation Council decision will provide additional years of implementation monitoring data.

Proposal #2—meeting “all components”

CAEP would phase-in the requirement in CAEP Standard 4 that “all components” must be met:

- a. Through the EPP evidence plans in proposal #1, above, CAEP will phase-in the requirement that CAEP guidelines be met for “all components” of Standard 4 for self-study submissions through 2018.
- b. Phasing in the “all components” requirement means that:
 - There must be at least some evidence for each component; “some evidence” means at least one data point or a provision in a phase-in plan for data by a specific date.
 - The evidence must be relevant to the component—content validity is documented (NOTE: “content validity” refers to alignment of assessment content with standards).
 - The Accreditation Council could rule that Standard 4 as a whole is met even though there are AFIs for one or more components.
- c. CAEP will provide guidance through the date for this transition.

Proposal #3—classifying states

CAEP will work with states to describe their practices in developing and sharing evidence appropriate for components of Standard 4. The resulting classification will ensure that all EPPs in the state are subject to the same CAEP transition guidelines. The classification will indicate:

- a. those states that have and share data with EPPs on one or more of the four Standard 4 components, specifying for which components there are data;
- b. those states that have data and specific plans to share those data with EPPs by a set date;
- c. those states that rely on school districts to compile and share such data;
- d. those states in which neither the state nor districts share data on the four components with EPPs and do not plan to; and
- e. those states that do not have any of these data.

Proposal #4—use of data that states share

When relevant state or district data for Standard 4 components are shared with an EPP:

- a. Those shared data will be accepted by CAEP as demonstrating that the component is met for self-study submissions through calendar 2018, even if the Site Visitors and Accreditation Council determine that there are deficiencies in its validity, strength or relevance.
- b. The EPP presents the state or district data together with its analysis, interpretation and documentation on use of the results.