

The 2017 Advanced Handbook:

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Kansas City, Missouri
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PURPOSE OF WORKSHOP

In November 2017 CAEP posted the first edition of the Advanced-Level Handbook. Now that EPPs will be incorporating these programs in site visits starting Fall 2019 it is time to figure out how it works.

Quick background information

- CAEP was started in 2013 and developed Initial-Level standards in 2013
- CAEP Developed advanced level standards in 2016
- CAEP posted the Advanced-Level Handbook at CAEPCon September 2017 for comment

TIMEFRAME FOR HANDBOOK:

- Advanced-Level standards will be reviewed for site visits scheduled Fall 2019
- Some states and EPPs are voluntarily implementing earlier

Basic Definitions

“Advanced-Level Programs are defined by CAEP as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement.

Basic Definitions

“... Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.”

Advanced-level programs outside the CAEP Scope

“...Any advanced-level degree program not specific to the preparation of teachers or other school professionals for P-12 schools/districts. Any advanced-level non-licensure degree programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.)”

Outside CAEP's scope

“Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.....”

Examples:

- EdD in Educational leadership w/o credential
- Organizational Leadership
- Higher Education

Add-On Programs

“Add-on programs are designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s);

OR

programs that lead to licensure but for which the licensing authority (e.g., state or country) does **not** require completion of an internship for eligibility (see definition on next slide).

Internship defined from CAEP Glossary

“Full-time or part-time **supervised** clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions.”

Add-on programs

- Add-on programs do not lead to a degree (but may lead to a certificate) and require either a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P- 12 setting.

Add-on programs

- Add-on programs will be reviewed under CAEP Standard A.1, component A.1.1 and require the EPP to submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.

Questions on SCOPE?



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Single self-study report

“EPP will submit a **single** self-study report and receive **two separate** accreditation decisions (one for initial-licensure and one for advanced-level).”

A peek at the 2018 template

Standard 1: Content and Pedagogical Knowledge (Initial Programs)

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

1  [not-for-profit-conflict-of-interest-policy.docx](#)

1.1 Understanding of InTASC Standards

ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

For guidance, [click here](#)

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Advanced Standards

Standard A.1. Content and Pedagogical Knowledge (Advanced Programs)

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer the following questions for each item.)

1  [not-for-profit-conflict-of-interest-policy.docx](#)

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions

ii. Analysis Report. Write a narrative that delineates the connection between the evidence and the Standard.

For guidance, [click here](#)

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Same Cycle

“EPPs with programs at both the initial-licensure and advanced-level are required to have all such programs reviewed on the same cycle (site visit).”

PHASE-IN POLICY - see latest changes

See APPENDIX B: Phase-In Schedule for Advanced-Level Programs

Fall 2019 or Spring 2020

- Self-study report can include plans for new evidence items if evidence is not complete or available

Fall 2020 or Spring 2021

- Self-study report can include plans for new evidence items if evidence is not complete or available

Fall 2021 or Spring 2022

- Self-study report includes plans and progress steps (including data, if any)

PHASE-IN POLICY - see latest changes

Fall 2022 or Spring 2023

- Self-study report includes plans and progress steps (including data, if any)

Fall 2023 and beyond:

- Self-study report provides EPP evidence to document each standard

Frequently asked questions



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FAQ #1

Does the school psychologist program (or educational leadership, reading specialist, school counseling, school librarian, etc. programs preparing “other school professionals) fall within the scope of Advanced Level programs although these provide first time licenses to professionals in this area of specialization?

ANSWER: Yes

FAQ #2

Our site visit is in spring 2019 and we are not required to include Advanced Level programs for CAEP accreditation purposes. Should we still conduct program review through SPAs, state, etc.?

ANSWER: Your choice

FAQ #3

Can we select the SPA review option for Advanced Level programs?

ANSWER: The choice of the program review options is dependent upon your state, and if they give you options then it is the EPPs choice

FAQ #4: A three part question

Our TESOL endorsement program leads to state licensure for professionals seeking an additional license, but does not involve internship. Will this be considered as an “Add-on” program per CAEP’s definition of the term?

ANSWER: These programs “... are reviewed under CAEP Standard A.1, component A.1.1, and require the EPP to submit evidence of candidate content knowledge documented by state licensure test scores and other proficiency measures. So yes.

FAQ #4B

Do we need to submit a SPA report for such a program?

ANSWER: SPA evidence is covered in Standard A.1.2 and that is not required for Add-on programs. So an EPP can submit to a SPA but it is not required for CAEP.

FAQ #4C Add-on programs

What will be the evidence expectations for such programs to provide evidence for CAEP Standards A.1-A.5?

ANSWER: The Evidence for Add-on programs is covered in A1 and the other components of A1.2-A.5 are not required for add-on programs.

FAQ #5:

Only a few candidates (less than half) enrolled in our Special Education Advanced Level program seek state licensure. Should we still account for this program on the self-study report, or can we seek waiver from CAEP?

ANSWER:

FAQ #6:

Some of our Advanced Level programs, such as the School Counselor program, are accredited by national accrediting agencies (e.g., CACREP), how should we report on these programs?

ANSWER: next slide

ANSWER FAQ #6;

An EPP that has secured specialty area accreditation from a specialized accrediting agency that is recognized by the U.S. Secretary of Education or CHEA can choose to have any such program(s) exempted from review by CAEP. In this circumstance, the program will not be recognized as accredited by CAEP and the EPP will not be required to report the number of completers in these program(s) in the annual report submitted to CAEP.

FAQ #6 - continued

However, if the EPP chooses to have these program(s) be part of the CAEP accreditation process and recognized by CAEP, evidence required to meet the CAEP standards must be submitted for review, and completer numbers must be reported in the CAEP annual report.

FAQ #7 Common Assessments

Does CAEP require EPPs to develop common key assessments across all advanced-level programs?

ANSWER: CAEP does not require Advanced Programs to have common assessments. You can use common assessments if your EPP chooses but it is not required.

FAQ #8: What does common Criteria mean?

Question: If advanced programs don't have common assessments, what will "common criteria" look like? That's what I heard at the fall CAEPCon...advanced-level programs would need common criteria.

ANSWER: The phrase "common Criteria" refers to the six descriptions of broad knowledge appropriate for advanced programs as outlined in A.1.1. These are described on the next slide.

Common Criteria for Advanced Programs:

- 1. Applications of data literacy;*
- 2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;*
- 3. Employment of data analysis and evidence to develop supportive school environments;*
- 4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;*
- 5. Supporting appropriate applications of technology for their field of specialization;*

What elements of A.1.1 apply to Add-on programs?

Not all elements of A1.1 apply to all “add-on” or endorsement programs. For example Data literacy would not really apply to a program that a certified educator is trying to add onto a certificate.

ANSWER: CAEP recognizes that the requirements by states or EPPs for add-on programs results in programs with few courses and that these specialized courses don't apply to the broad principles of Advanced Programs mentioned on the previous slide. EPPs should make the course in their self-study for what programs do apply to the add-on programs when writing a response to A.1.1.

Are three cycles of data required for Advanced programs?

ANSWER: The difficulty for EPPs to provide three cycles of data for site visits Fall 2019 are complicated by the fact that the Advanced handbook was not published until November 2017. So for EPPs submitted in the first year of required implementation (Fall 2019) they should describe their assessments and how much data has been collected in their self-study, and then supplement that data with the most recent data in either the addendum or at the site visit.

Send questions or
comments to

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