

CAEP Accreditation: Putting it All Together

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Overview

- This session is a review of the submission process and tips for writing a Self-Study Report and formatting toward CAEP Accreditation.
- Common challenges will be highlighted, and suggestions will be provided for making the case to meet CAEP standards and for increasing the manageability of the process.

PROGRAM REVIEW OPTIONS

CAEP Program Review with National Recognition (SPAs)
CAEP Program Review with Feedback
State Program Review

Program Review

All EPPs seeking CAEP Accreditation must complete the program review process.

Program review is **part of the overall accreditation process** and occurs prior to the self-study report and on-site accreditation visit.

EPPs then use the results of program review as **evidence to meet CAEP standards**.

States select which options are available (*see your state agreement*)

Program Review Options

1. CAEP Program Review with National Recognition

- Specialized Professional Association (SPA) Standards
- SPA review teams trained by both the SPAs & CAEP

2. CAEP Program Review with Feedback

- State-selected standards
- Reviewed by site visitors

3. State Program Review

- State-selected standards
- State review team

THE CAEP ACCREDITATION PROCESS

Roles: EPP, Site Visitors, Accreditation Council, and CAEP

Accreditation – *Procedures*

EPP

- 18 months receive self-study shell, in AIMS
- 9 months before site visit EPP submits self-study report, in AIMS

Site Visitors

- 2 +/- months site team review
- 2 +/- weeks team's formative feedback report (FFR), in AIMS

SELF-STUDY REPORT

- EPPs provide information from several sources; evidence of shared decision-making, collaboration among clinical faculty, and continuous functioning.
 - Analyzes data
 - Examines differences and similarities across licensure areas, comparisons over time, and demographical data are examined in relation to clinical experiences, as appropriate
 - Interprets and reaches conclusions
 - Identifies trends or patterns that suggest need for preparation modification
 - Make decisions that are based on the analysis of data
 - Takes actions in response to analysis of data described

Accreditation – *Procedures*

EPP

- Submit response and supplemental evidence to formative feedback report
- Self study addendum

Site Visitors

- Review self study addendum
- Prior to site visit

Self-Study Report-Addendum

- **SSR Addendum Feedback**

SSR-Addendum is a response to the Formative Feedback Report, submit no less than 60 days before the scheduled site visit.

- Format SSR-Addendum in a way that is most accessible to the site team (follow the same format of the Formative Feedback Report)

- Respond to:

- adverse statements or reporting

- established tasks

- preliminary recommended AFIs and/or Stipulations

- Site team members will review the SSR-Addendum and review all additional evidence before coming on site

Accreditation – *Procedures*

EPP

- Works with lead site visitor on site visit
- Schedule, interviews, and observations
- Requested, pre-visit and/or formative feedback report

Site Visitors

- Formulate tasks for visit
- Team verifies evidence
- Team prepares site visit report
- Prepare/submit site visit report, 4 weeks after

Accreditation – *Procedures*

EPP

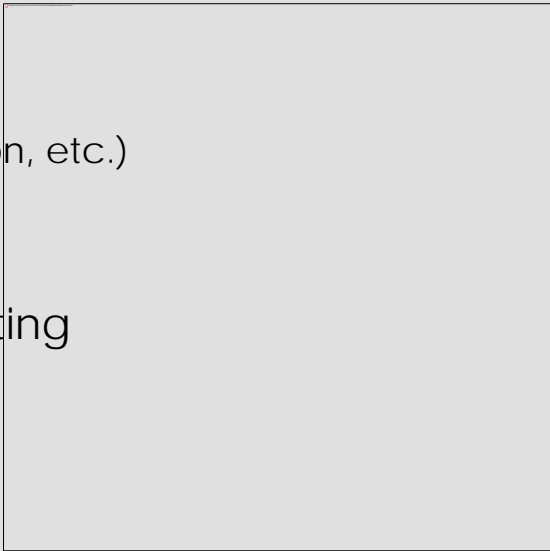
- Provider responds, on accuracy of site visit report, within 7 days
 - *Factual corrections*

Site Visitors

- Lead visitor receives *factual* corrections
- Affirms to site visit report, or reverses
- Response posted in AIMS, within 7 days

Factual Corrections

- The lead site visitor sends site visit report draft to EPP leadership for review and correction of factual errors, within 7 days
- The EPP responds to the accuracy of site visit report, within 14 days receipt of SVR draft
 - Respond to any
 - Factual errors (e.g., candidate/completer info, programmatic information, etc.)
 - Factual corrections are not evaluative responses of site visitors and/or accreditation recommendations
 - Corrections suggested by EPP leadership must be given in writing through AIMS



Accreditation – *Procedures*

EPP

- Provider select to complete a rejoinder
 - *Rejoinder*

Site Visitors

- Lead visitor receives *EPP rejoinder*
- Submit a response to rejoinder posted in AIMS, within 7 days

Rejoinder

- The Rejoinder is an EPP's final opportunity to submit its response to report and/or CAEP accreditation process.
- Report on any
 - Additional clarifying information to help the Accreditation Council make conclusions (e.g., institution's accreditation status; in this case, EPP's site visit report, etc.)
 - Any adverse statements or reporting, with existing evidence in AIMS [let no adverse (negative) statement go unchallenged]
 - However, if the statement is correct without mitigating circumstances, it is appropriate to indicate that you accept it as stated
 - Address any Area for Improvement or Stipulation cited

Accreditation – *Procedures*

EPP

- Accreditation Council, Initial Review (Accreditation)
 - Optional attendance
 - Provider and/or state representative attend meeting

CAEP

- Accreditation Council, Initial Review
 - Panel reviews documentation
 - **Affirm** AFIs or Stipulations, if any, *recommendations*
 - Recommendations regarding standards, met or not met

Accreditation – *Procedures*

EPP

- Joint Review (Accreditation)
 - *No action*

CAEP

- Joint Review (Accreditation)
 - Panel reviews documentation
 - **Accepts** Initial Review Panel *recommendation*, or revises
 - Recommendations regarding standards, met or not met

Accreditation – *Procedures*

EPP

- Accreditation Council, Decision (Accreditation)
 - *No action*

CAEP

- Accreditation Council, Decision (Accreditation)
 - Accreditation decision of provider
 - Accreditation Action Letters sent to EPP and State reps.

Accreditation – *Procedures*

EPP

- Public Announcement
 - Provider accepts or *appeals* CAEP's action, within 30 days
 - *Appeals*, adverse decision, denial or revocation of accreditation

CAEP

- Public Announcement
 - Announces accreditation/probation decisions
 - Send certification of accreditation or
 - Schedule probationary visit

Accreditation – *Procedures*

EPP

- Appeals Process
 - Submit an Appeals Petition
 - Initiates appeals process

CAEP

- Appeals Process
 - Decision, *if to deny or revoke accreditation*, provider appeals decision

Accreditation – *Procedures*

EPP

- Annual Report
 - Provider, faculty, submit annual reports in AIMS and fees to CAEP

CAEP

- Annual Report
 - Reports reviewed
 - Feedback provided

CAEP ACCREDITATION REPORTS

Self-Study Report (SSR)

Formative Feedback Report (FFR)

SSR-Addendum

Site Visit Report (SVR)

CAEP process

- ❖ **Self Study Report (SSR)**- Due to CAEP 9 months prior to visit (**EPP**)
- ❖ **Formative Feedback Report (FFR)**- Team has 6-8 weeks to submit after receiving SSR. (**Team**)
- ❖ **SSR Addendum**- EPP has 2 months after FFR is received (**EPP**)
- **Site Visit Report (SVR)**- Team submits within 2 weeks of Site Visit (**Team**)
- **Factual correction**- EPP submits any factual corrections (**EPP**)
- **Final SVR**- Submitted within 8-10 weeks of Site Visit (**Team Lead**)
- **Rejoinder**-EPP has 4 weeks after receiving Final SVR to respond (**EPP**)
- **Rejoinder response**- Team lead has 4 weeks after receipt of Rejoinder to respond (**Team Lead**)
- **Accreditation Council** meets in October (for spring visits) and April (for fall visits)

FFR Timeline and CAEP Liaison Expectations

Report Type		EPP Responsibilities	Site Team Responsibilities	CAEP Responsibilities
Self-Study Report (SSR)		CAEP assembles site team. EPP submits self-study report & evidence in AIMS.	Review SSR & evidence submitted by EPP. Lead site visitor will coordinate report writing assignments and formative meeting time.	AIMS will notify site team when SSR is available. The Accreditation Associate for Site Visits, in consultation with lead site Visitor, will input formative meeting dates in AIMS and assign CAEP staff liaison to EPP/site visit.
Formative Feedback Report (FFR)	FFR –Site Visitor draft	No Action Required.	Site visitors will submit individual site visitor drafts as requested by lead site visitor.	CAEP Staff will provide guidance & technical assistance if needed. Will send reminder notifications to submit drafts in AIMS.
	FFR - 1st draft		Lead site visitor will compile all drafts and submit 1st draft of FFR at least two (2) weeks prior to the formative meeting call.	
	FFR - Staff draft		No Action Required.	Staff liaison will review, suggest edits, and submit the Staff draft of the FFR within 2 weeks of submission of FFR - 1st draft.
	Formative Meeting		Lead site visitor will host formative meeting via GoToMeeting.	The Accreditation Associate for Site Visits will provide GoToMeeting information to site team prior to formative meeting call.
	FFR - 2nd Site Visitor draft		Site visitors will submit individual 2nd Site Visitor drafts as requested by lead site visitor.	CAEP Staff will provide guidance & technical assistance if needed. Will send reminder notifications to submit drafts in AIMS.
	FFR - 2nd draft		Lead site visitor will compile all drafts and submit 2nd draft of FFR within two (2) weeks of the formative meeting.	
	FFR - QA Staff draft		No Action Required.	QA Staff liaison will review, suggest edits, and submit QA staff draft of the FFR one (1) week after submission of FFR - 2nd draft.
	FFR - Final		Lead site visitor will make any final edits (if needed) and submit to EPP no later than one (1) week after submission of FFR - QA staff draft.	CAEP Staff will provide guidance & technical assistance if needed. Will send reminder notifications to submit drafts/report in AIMS.
SSR Addendum		EPP uploads supplemental evidence (as requested and appropriate) in response to FFR within 60 days of submission of FFR - Final.	Site team will review Addendum and supplementary evidence in advance of the site visit.	

SSR Timeline and CAEP Liaison Expectations

Report Type		EPP Responsibilities	Site Team Responsibilities	CAEP Responsibilities	
Site Visit Report (SVR)	SVR - Site Visitor draft	No Action Required.	Site visitors will submit individual site visitor drafts as requested by lead site visitor.	CAEP Staff will provide guidance & technical assistance if needed. Will send reminder notifications to submit drafts in AIMS.	
	SVR - 1st draft		Lead site visitor will compile all site visitor drafts and submit 1st draft of SVR within one (1) week of site visit.		
	SVR - Staff draft		No Action Required.	No Action Required.	Staff liaison will review, suggest edits, and submit staff draft of the SVR within one (1) week after submission of SVR - 1st draft.
	SVR - QA Staff draft				QA Staff liaison will review, suggest additional edits, and submit QA staff draft of the SVR one (1) week after submission of SVR - staff draft.
	SVR - 2nd Site Visitor draft		EPP reviews report and submits Factual Corrections in response to inaccurate information (if any) within one (1) week of submission of the SVR – 2 nd draft in AIMS.	Site visitors will submit individual 2nd Site Visitor drafts as requested by lead site visitor.	CAEP Staff will provide guidance & technical assistance if needed. Will send reminder notifications to submit drafts/reports in AIMS.
	SVR - 2nd draft			Lead Site Visitor will compile all Site Visitor drafts and submit 2nd draft of SVR to EPP within one (1) week of submission of SVR - QA staff draft.	
	Factual Corrections		No Action Required.	No Action Required.	
	SVR - Final		No Action Required.	Lead site visitor will incorporate EPP's Factual Corrections (as appropriate) and submit final report within two (2) week of F/C.	
Rejoinder		The EPP submits its response to report within 30 days of submission of final SVR.	No Action Required.		
Lead Response to Rejoinder		No Action Required.	Site team reviews EPP's response. Lead Site Visitor submits a Response to Rejoinder within two (2) weeks of submission of Rejoinder.		

CAEP ACCREDITATION SELF-STUDY REPORT

Candidate performance, Completer performance, and Other CAEP requirements

Preparing the Self-Study Report - STEPS

Demonstrate to Standards

1. Review
2. Inventory of available evidence
3. Gather information, categorize and prepare evidence to upload, and draft table to be completed
4. Take stock
5. Analyze and discuss the evidence and draft of the Selected Improvement Plan
6. Formulate summary/narrative statements
7. Draft and submit Self-Study Report

Step 1. Review for **Initial** Standards

CONSULT:

- Evidence Sufficiency Criteria
 - Evaluation Criteria for Self-Study Evidence
 - [CAEP Guidelines for Plans](#) for phase-in plan content
 - F18-S20 **can** present plans with progress data
 - Site visits in F20 and beyond are **not eligible** for phase-in
- Assessment Sufficiency Criteria
 - [CAEP Evaluation Framework for EPP-Created Assessments](#)

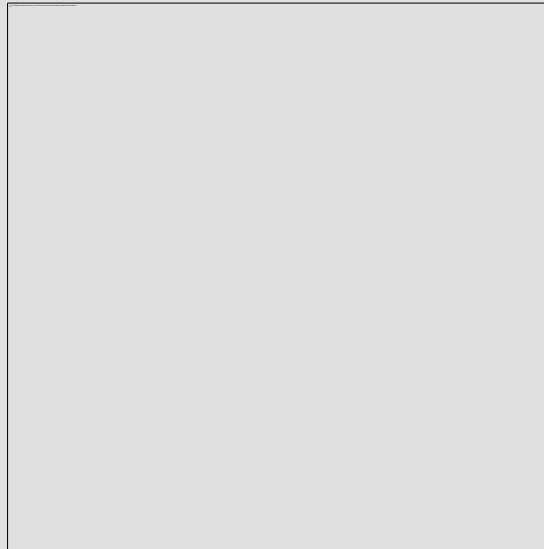
Step 1. Review for **Advanced** Standards

CONSULT:

- Evidence Sufficiency Criteria
 - Evaluation Criteria for Self-Study Evidence
 - [CAEP Guidelines for Plans](#) for phase-in plan content
 - F18 –S19 SSRs, **no evidence** for advanced-level standards included in self-study reports
 - F19-S20 **can** present plans for components
 - **Plan with progress** can be submitted in SSRs until 2021-2023
 - Site visits in F23 and beyond are **not eligible** for phase-in
- Assessment Sufficiency Criteria
 - [CAEP Evaluation Framework for EPP-Created Assessments](#)

Step 2. Inventory

- Evidence toward...
 - **Candidate** performance
 - **Completer** performance
 - **Other** CAEP requirements



Step 3. Information, Categorize, and Prepare

- Gather evidence toward...
 - EPP overview
 - Standards, components
 - Cross-Cutting Themes
 - Areas For Improvement (*legacies*)

Step 4. Take Stock

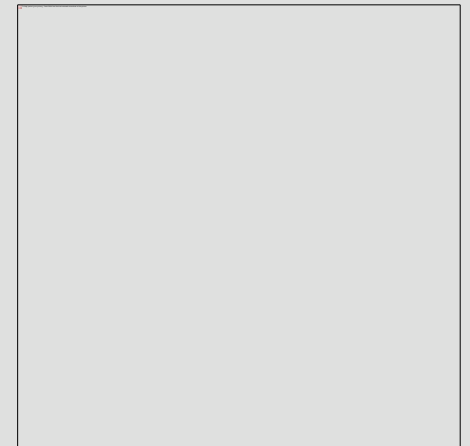
- With Stakeholders...Faculty, Clinical Faculty, P-12 Districts and/or Schools, Candidates
 - Evidence for Standards
 - Evidence Criteria
 - Evidence Quality
- *Review and seek feedback on what was learned from steps 1–3*

Strategies for Addressing Standards

1. Collect the Evidence
2. Analyze the Evidence
3. Interpret (write) about the Evidence

*Quality of **Good** Evidence Measures :*

- **Relevant**
- **Verifiable**
- **Representative**
- **Cumulative**
- **Actionable**
- ...and **produces evidence** that interpretations of analysis and data are **valid** and **consistent**.



Step 5. Analyze and Interpret

- The Evidence and Assessment results...
 - That **Education Preparation Provider's** program management and operations (e.g., systems, processes, and practices) related to meeting the CAEP standards
 - Develop the plan for action

Bucket(s) of Evidence



Think of each standard as a bucket

- EPPs “drop” evidence in the bucket specific to the standard
 - Requires multiple data points for each standard
 - Addresses each component, but EPPs do not have to “meet” each component
 - Having an identified weakness in an area or component is NOT a bad thing
 - How have you use the data to determine that weakness?
 - What are you next steps to address that area of weakness?

Everything placed in a Bucket



1. Have we addressed the standard completely with multiple data points?
2. Are only the items specific to the component cited as evidence for the component?
3. Are all evidence linked directly to the standard/component by specifically “tagging” that item?
4. Can any of the evidence be used as evidence for other components/standards?

Step 6. Formulate Summative and Analytical Statements

- Frame the case to be made for standard - what points will be offered, which support the argument
- Describe the data sources and representativeness, relevant to supporting the standard - why are the data credible for this standard
- Present the results in a way that aligns with the standard
- Draw a conclusion about how the data supports the standard
- Where appropriate, address triangulation and convergence of different forms of evidence; compensates for limitations of any one data source
- Discuss the implications of the findings for subsequent action by the provider

Summative Statements vs. Analytic Statements

Why are Summary Statements not enough?

- ✓ Summaries identify the information provided
 - ✗ Does not provide analysis and interpretation over the quality of the evidence and data
 - ✗ Does not identify trends/patterns, comparisons, gaps, and/or differences
 - ✗ Provider (required) does not demonstrate conducting their own analysis and evaluation

A Summative Statement

DC State College has provided data on the 2015-2016 accepted applicant cohort's GPAs and SAT scores required for admission. Many of EPP's candidates have a 3.0 GPA average and are in the top 30th percentile.

An Analytical Statement

The Educator Preparation Provider (EPP) requires applicants to have a 2.8 GPA and to be in the top 50th percentile on the SAT or ACT (Exhibit 32, Catalog Admission Requirements). Data provided from 2015-2016 indicates that the cohort average GPA for 22 admitted candidates was a 3.3 and applicants, were in the top 30th percentile on the SAT and top 40th percentile on the ACT. These data are also consistent with those provided from 2014-2015 and 2013-2014 accepted cohort scores.

Always Consider...*remember*

- EPP's Analysis and Interpretations
- Quality
- Appropriateness
- Sufficiency
- Trends
- Gaps

7. Draft Self-Study Report

- Compile a complete draft of report
 - Including evidence; tagged to the appropriate standard(s), component(s), crossing-cutting themes, and data quality documentation
 - Summary and analysis statements
 - The Selected Improvement Plan
 - Review the draft with stakeholders
 - Revise as needed
 - Upload the final into Accreditation Information Management System (AIMS)

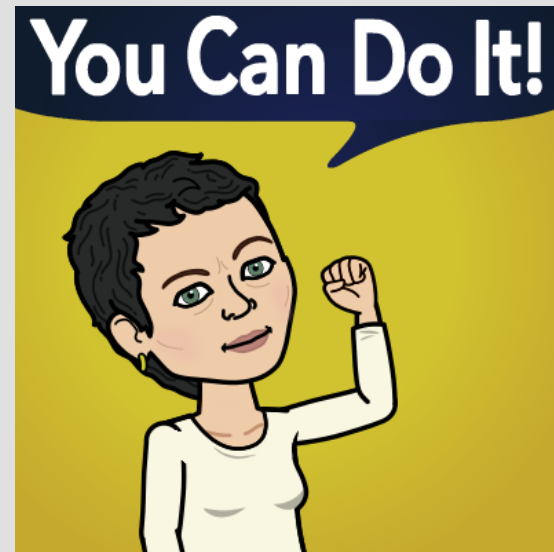
Preparing the Self-Study Report - STEPS

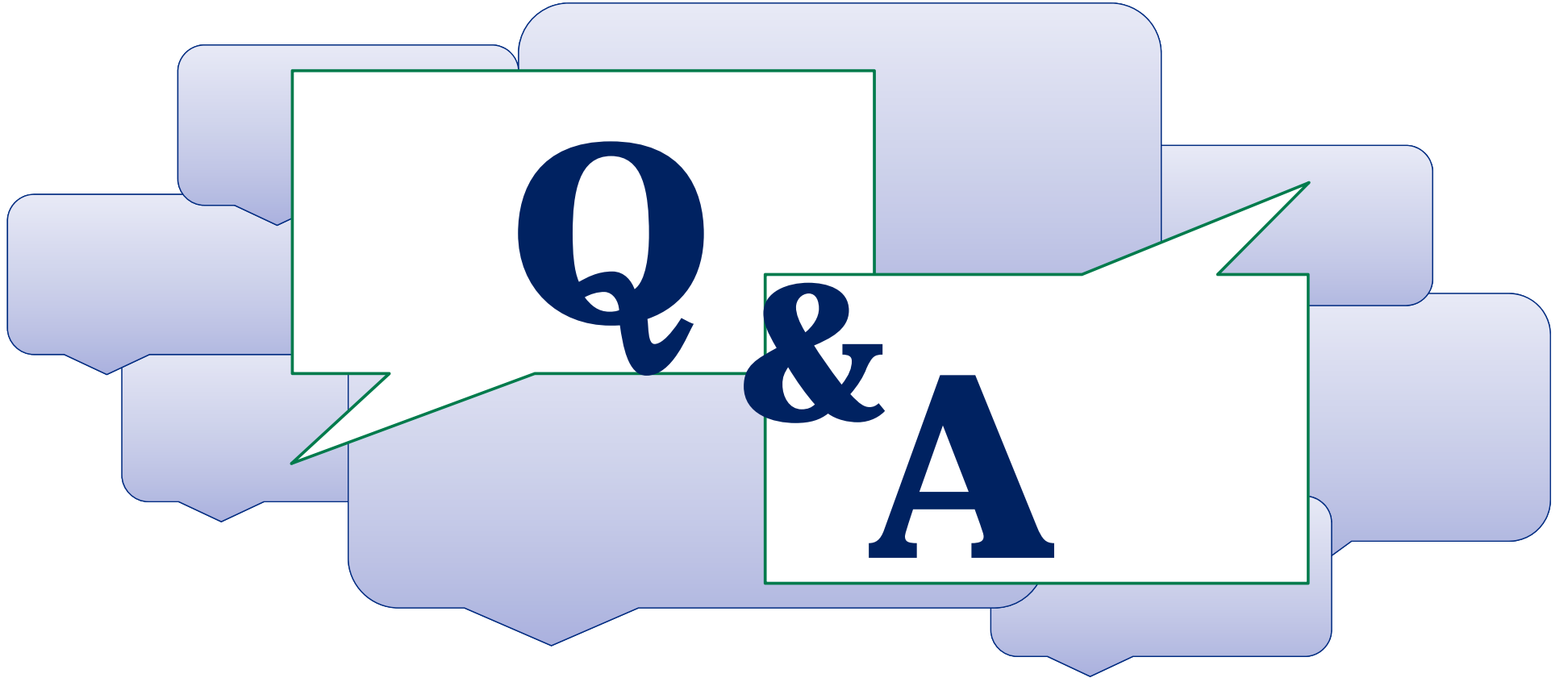
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From the desk of the team lead.....

- ❖ Technical issues- AIMS loading, file corruption, incorrect narratives
- ❖ Not addressing components in standards
- ❖ Consistent Language, Charts, Data presentation, Voice
- ❖ Telling of Untruths/semi-truth
- ❖ Kitchen sink issues
- ❖ Tagging, organization, errors(spelling, grammar), consistency





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TELL US HOW TO IMPROVE FOR YOUR
NEXT CAEP CON

COMPLETE YOUR
SESSION
FEEDBACK

