



## Pre-CAEPCON

Intermediate/Experienced | Tuesday, March 13 at 3:30 pm  
(Repeated at 5:00 pm)

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Kansas City, Missouri  
March 2018

# JOIN THE SESSION ON THE APP



- Follow along with the slides or handouts
- Send in questions through the "Ask a Question" feature on this session
  - Up-vote the questions of others if you would also like it answered

# Welcome

- Chief executive and academic officers  
(e.g., presidents, chancellors, provosts or vice presidents)
- Leads of the professional education provider (e.g., deans, directors, or chairs)
- Directors of clinical/laboratory/internship experiences or field experiences
- CAEP/accreditation coordinators at the institutions
- Faculty and administrators in education and other departments at the institution
- Internship supervisors, principals of P-12 schools where candidates complete field experiences
- Counselors and advisors to education candidates
- Individuals in charge of admissions in the EPP

# CAEPCon Outcomes...

- About the latest resource developments at CAEP
- The CAEP Accreditation Procedures
  - program review, process/report timeline, initial and advanced level standards
- Program Review Options
- CAEP Accreditation Initial and Advanced
- Criteria/strategies for addressing CAEP standards
- Next steps to accreditation

# CAEP DEVELOPMENTS

*Initial/Advanced Handbooks*

*Accreditation resources/materials*

*CAEP support*

# Latest Key Resource Developments

## Accreditation Handbooks (at CAEPnet.org)

- Standard 5 placement  
(EPP Quality Assurance System, Data Quality, and Continuous Improvement)
- Emphasis on key concepts in standards and rigor of evidence to demonstrate case
- Evidence Tables are aligned *from EPP to site team to the Council*

## Accreditation Resources/Materials in AIMS (EPP and Site Visitors)

## CAEP Support

Message Center/On-Call



# CAEP Standards for Advanced Programs

EPP- Self-Study Report (SSR)	Evidence Required for SSR
<i>Any <b>site visit in F18 –S19</b>, optional, <b>no evidence</b> for advanced-level standards included in self-study reports</i>	Initial Programs Advanced Programs (optional for CAEP)
<i>Any <b>site visit in Fall of 2019 and beyond</b> must include advanced level programs.</i>	Initial Programs Advanced Programs

# *CAEP ACCREDITATION PROCEDURES/REPORT TIMELINE*

*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

- 5 +/- months site team review, meets, and writes formative feedback report (FFR), in AIMS

# Accreditation – *Procedures*

## EPP

- Submit response and supplemental evidence to formative feedback report
- Self study addendum, 60 days

## Site Visitors

- Review self study addendum
- Prior to site visit

# Accreditation – *Procedures*

## Site Visitors

- Formulate tasks for visit
- Recommend preliminary AFIs/Stips
- Team verifies evidence
- Team prepares site visit report *draft*

## EPP

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

# Accreditation – *Procedures*

## EPP

- Provider responds, on accuracy of site visit report *draft*, 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

# Accreditation – *Procedures*

## EPP

- Rejoinder (optional), address
  - Adverse statements/reporting
  - Recommended AFIs or Stipulations

## Site Visitors

- Lead Response to rejoinder
- Affirms to site visit report, or respond

# Accreditation – *Procedures*

## EPP

- Accreditation Council, Initial Review (Accreditation)
  - Attendance (optional)
  - Provider, Leads, 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
  - Communications Kit

# 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

# *PROGRAM REVIEW OPTIONS*

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

# Program Review Options

**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

## Program Review Sessions

Program Review as Part of the CAEP Accreditation process- SPA Review with National Recognition, Wednesday, March 14, 2- 3 PM, Chicago B

Program Review as Part of the CAEP Accreditation process- CAEP Program Review with Feedback, Wednesday, March 14, 3:15- 4:15 PM, Chicago B

# *CAEP ACCREDITATION INITIAL AND ADVANCED*

*Standards and Components  
Cross-Cutting Themes*



# Strategies for Addressing Standards

1. Collect the Evidence
2. Analyze the Evidence
3. Write about the Evidence

*Quality of **Good** Evidence:*

1. Validity
2. Reliability
3. Relevance
4. Representativeness
5. Fairness
6. Actionability

# CAEP Standard 1/A.1

## Content Knowledge and Pedagogical Knowledge

1.1  
A.1.1

- *Candidate Knowledge, Skills, and Professional Dispositions*

1.2-1.5  
A.1.2

- *Provider Responsibilities*

# *PROFESSIONAL DISPOSITION / PROFESSIONAL RESPONSIBILITIES*

**I - Consider:** What evidence EPP has that would demonstrate proficiencies in the InTASC and specialty content areas referenced in component 1.3.

**A - Consider:** What evidence EPP has that would demonstrate proficiencies in the general skills referenced in component A.1.1 and specialty content areas.

## CAEP Standard 2/A.2

### Clinical Partnerships and Practice

2.1  
A.2.1

- *Partnerships for Clinical Preparation*

2.2

- *Clinical Educators*

2.3  
A.2.2

- *Clinical Experiences*

# *CLINICAL EXPERIENCES / PARTNERSHIPS*

**I/A - Consider:** What evidence does EPP have that would demonstrate strong collaborative clinical preparations with the partnerships.

# CAEP Standard 3/A.3

## Candidate Quality, Recruitment, and Selectivity

3.1 A.3.1	<ul style="list-style-type: none"><li>• <i>Recruitment/Admission of Diverse Candidates who Meet Employment Needs</i></li></ul>
3.2 A.3.2	<ul style="list-style-type: none"><li>• <i>Admission Standards Indicate That Candidates Have High Academic Achievement and Ability</i></li></ul>
3.3	<ul style="list-style-type: none"><li>• <i>Additional Selectivity Factors (non-academic)</i></li></ul>
3.4 A.3.3	<ul style="list-style-type: none"><li>• <i>Selectivity During Preparation (performance standards)</i></li></ul>
3.5-3.6 A.3.4	<ul style="list-style-type: none"><li>• <i>Selection At Completion (ready, not just finished)</i></li></ul>

# *RECRUITMENT AND ADMISSION OF CANDIDATES*

**I/A - Consider:** What evidence does EPP have that would demonstrate continuous and purposeful recruit, admit, monitor, and recommendation towards licensure of candidates from educator preparation programs.

# CAEP Standard 4/A.4

## Program Impact

4.1

- *Impact on P-12 Student Learning and Development*

4.2

- *Indicators of Teaching Effectiveness*

4.3  
A.4.1

- *Satisfaction of Employers*

4.4  
A.4.2

- *Satisfaction of Completers*



# *PROGRAM IMPACT*

**I/A - Consider:** What evidence does EPP have that would demonstrate the outcomes of preparation indicating completers from licensure programs are impacting P-12 student learning and development?

# CAEP Standard 5/A.5

## Provider Quality Assurance and Continuous Improvement

5.1-5.2  
A.5.1-A.5.2

- *Quality and Strategic Evaluation*

5.3-5.5  
A.5.3-A.5.5

- *Continuous Improvement*

# QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

**I/A - Consider:** What evidence EPP has that would demonstrate a comprehensive Quality Assurance System (QAS)?

**I/A - Consider:** How does EPP know that assessment system is adequate?

**I/A - Consider:** How does EPP know that programs' structure, content, policies, and practices support achievement of CAEP standards?

# Cross-Cutting Themes

*Embedded in Every Aspect of Educator Preparation*

## Coursework

- *Diversity*
- *Technology*

## Fieldwork

- *Diversity*
- *Technology*

## Interpersonal Interactions

- *Diversity*
- *Technology*

# 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?

# NEXT STEPS...

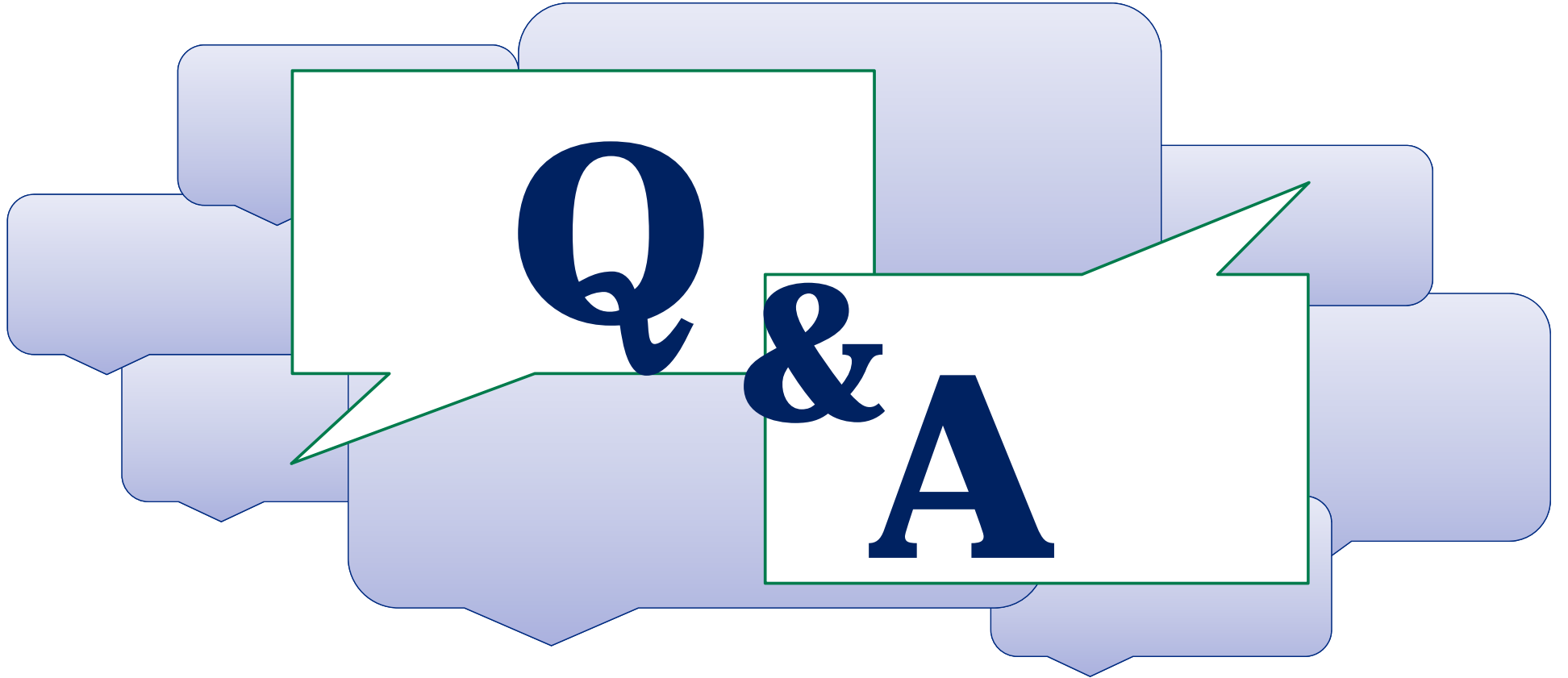
A variety of sessions to consider attending:



## Intermediate/Advanced Level

Dig a little deeper: Learn how the details work together

1. Application, Site Visit Costs, Handbooks I/A, and Accreditation Council
2. Initial and Advanced Level Standards, *jointly*
3. Mini-Workshops: **SSR 'How-To' / A<sup>3</sup>**



**Q**

**&**

**A**

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