

STANDARD 4

Candidate Quality, Recruitment, and Selectivity

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Session Overview

- CAEP Initial Standard 3. Including suggested evidence, evidence sufficiency criteria, and additional CAEP resources available.
- Content will reference the evidence sufficiency criteria, handout.
- The Advanced Standards are not covered in this presentation.
 - Please attend the session dedicated to those standards or access the presentation materials for guidance.

Evidence Sufficiency Rules for Standard 3

- All components addressed
- EPP-Created Assessments at CAEP level of sufficiency
- At least 3-cycles of data
- Cycles of data are sequential
- Disaggregated data on candidates, for main/branch campuses
- All 4 components are required to be addressed in the standard.
- See phase in chart for when you need to provide data

EVIDENCE SUFFICIENCY: RESOURCES

CONSULT:

- Assessment Sufficiency Criteria
 - [CAEP Evaluation Framework for EPP-Created Assessments](#)
- Evidence Sufficiency Criteria
 - Evaluation Criteria for Self-Study Evidence - Standard 4
 - [CAEP Guidelines for Plans](#) for phase-in plan content

STANDARD 4: PROGRAM IMPACT

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.

Consider: What evidence do you have that would demonstrate graduates' impact, effectiveness, and satisfaction? What research methodologies could you feasibly employ to gain such information?

Component 4.1: Key language

REQUIRED COMPONENT:

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.

Consider: What evidence do you have that would demonstrate graduates' impact on P-12 student learning? What research methodologies could you feasibly employ to gain such information?

SUGGESTED EVIDENCE: IMPACT ON LEARNING

- 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
 - Classroom-based research (e.g., action research, case studies)

Evidence Sufficiency Criteria, 4.1

- **SUFFICIENT EVIDENCE**

- Presents multiple measures showing positive impact on student learning
 - One or more state-provided or two or more EPP-generated
 - From a representative or purposive sample of graduates 1-3 years post-exit
 - EPP-generated data utilizes research-based methodology(e.g., cases study, action research)
- Describes the measures and context
- Describes representativeness of sample/data
- Analyzes data and interprets results appropriately
- Conclusions are supported by results

Feedback on Component 4.1

- 4:The EPP does not provide complete data (impact on student learning and teaching effectiveness) for all programs and licensure areas.
- 4:The EPP has limited evidence to guide programmatic decisions and determine candidate impact on P-12 student learning.
- 4:The EPP's preliminary plan to measure program completers' impact on P-12 student learning is insufficient for collecting relevant data

Component 4.2 – Key Language

REQUIRED COMPONENT:

The provider **demonstrates**, through structured and validated observation instruments and/or student surveys, that **completers effectively apply** the professional **knowledge, skills, and dispositions** that the preparation experiences were designed to achieve.

Consider: What evidence do you have (beyond measures of P-12 student learning) that would demonstrate that your completers are effective teachers?

SUGGESTED EVIDENCE: CLASSROOM INSTRUCTION

- Teaching Observations
 - Aligned to the 4 InTASC categories
 - Aligned to state standards for teachers / local teacher evaluation framework
- P-12 Student Surveys
 - Aligned to the InTASC categories
 - Corroboration for observation/evaluation data
- Employer Surveys
 - Aligned to the InTASC
 - Corroboration for observation/evaluation data

Evidence Sufficiency Criteria, 4.2

SUFFICIENT EVIDENCE

- Measures classroom-based demonstration of professional knowledge, skills, and dispositions (e.g., InTASC, state/district teacher performance standards)
 - Utilizing structured and validated teaching observation tools and/or P-12 student surveys
 - Utilizing a representative sample that covers most licensure areas
 - Obtaining survey return rates of 20% or higher
- Analyzes data and interprets results appropriately
- Conclusions are supported by results

Sample AFI for 4.2

- 4: The EPP does not provide evidence of using valid observation instruments to collect data on completion effectiveness.

Component 4.3 – Key Language

REQUIRED COMPONENT:

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.

Consider: What evidence do you have that would demonstrate that employers are satisfied with the professional knowledge, skills, and dispositions of your program graduates who are working at their location?

SUGGESTED EVIDENCE: SATISFACTION

- Employer Surveys
 - Aligned to the InTASC
 - Corroboration for observation/evaluation and data

Evidence Sufficiency Criteria, 4.3

SUFFICIENT EVIDENCE

- Shows that employers perceive completers' preparation was sufficient for their job responsibilities and attainment of employment milestones (e.g., retention)
 - Utilizing valid and reliable measures
 - Obtaining response return rates of 20% or higher
- Describes representativeness of sample/data for licensure areas
- Discusses satisfaction patterns with respect to employment contexts (e.g., shortage fields, hard-to-staff schools, schooling level, school demographics)
- Data analysis is appropriate and conclusions are supported by data

- 4:The EPP has provided limited evidence that employers are satisfied with completers' preparation for their assigned responsibilities in working with P-12 students.
- 4:The EPP does not routinely survey employers.
- The EPP did not provide sufficient evidence that result in valid and reliable data for employment milestones, and employer's satisfaction with the completers' preparation for their assigned responsibilities in working with P-12 students.

Component 4.4 – Key Language

REQUIRED COMPONENT:

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**.

Consider: What evidence do you have that would demonstrate your program graduates are satisfied with how well the program prepared them for their job?

SUGGESTED EVIDENCE: SATISFACTION

- Completer Surveys
 - Aligned to the InTASC
 - Aligned to state standards for teachers / local teacher evaluation framework
 - Can triangulate with observation/evaluation, survey, and impact data

Evidence Sufficiency Criteria, 4.4

SUFFICIENT EVIDENCE

- Shows that completers perceive their preparation was sufficient for their job responsibilities and was effective
 - Utilizing valid and reliable measures
 - Obtaining response return rates of 20% or higher
- Describes representativeness of sample/data for licensure areas
- Discusses satisfaction patterns with respect to employment contexts (e.g., shortage fields, hard-to-staff schools, schooling level, school demographics)
- Data analysis is appropriate and conclusions are supported by data

- 4:The EPP does not routinely survey program completers.
- Stipulation –
- 4:EPP must develop a cohesive unit assessment system suitable for utilizing multiple measures to demonstrate 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 (Standard 4).
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In Summary - The Case for Standard 4

Information is provided from several sources and provides evidence of program impact on graduates (in-service).

- Data are analyzed for completer effectiveness, completer satisfaction, and employer satisfaction.
- Differences and similarities across licensure/field areas and demographic categories are examined.
- Appropriate interpretations and conclusions are reached.

Overall feedback on Standard 4

- 4: The evidence presented for Standard 4 components is weak and the plan for future data collection is underspecified.

