

Standard 4: A Resource for EPPs Demonstrating & Improving the Impact of Completers

Anne Tapp, Ph.D. – Acting Assistant Dean and Professor, Saginaw Valley State University
Kim Walters-Parker, Ph.D., J.D. – Reading Specialist, Woodford County Public Schools
Jennifer Carinci, Ed.D. – Director of Research and Engagement, CAEP



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Purpose of Standard 4

CAEP Standards Commission Rationale

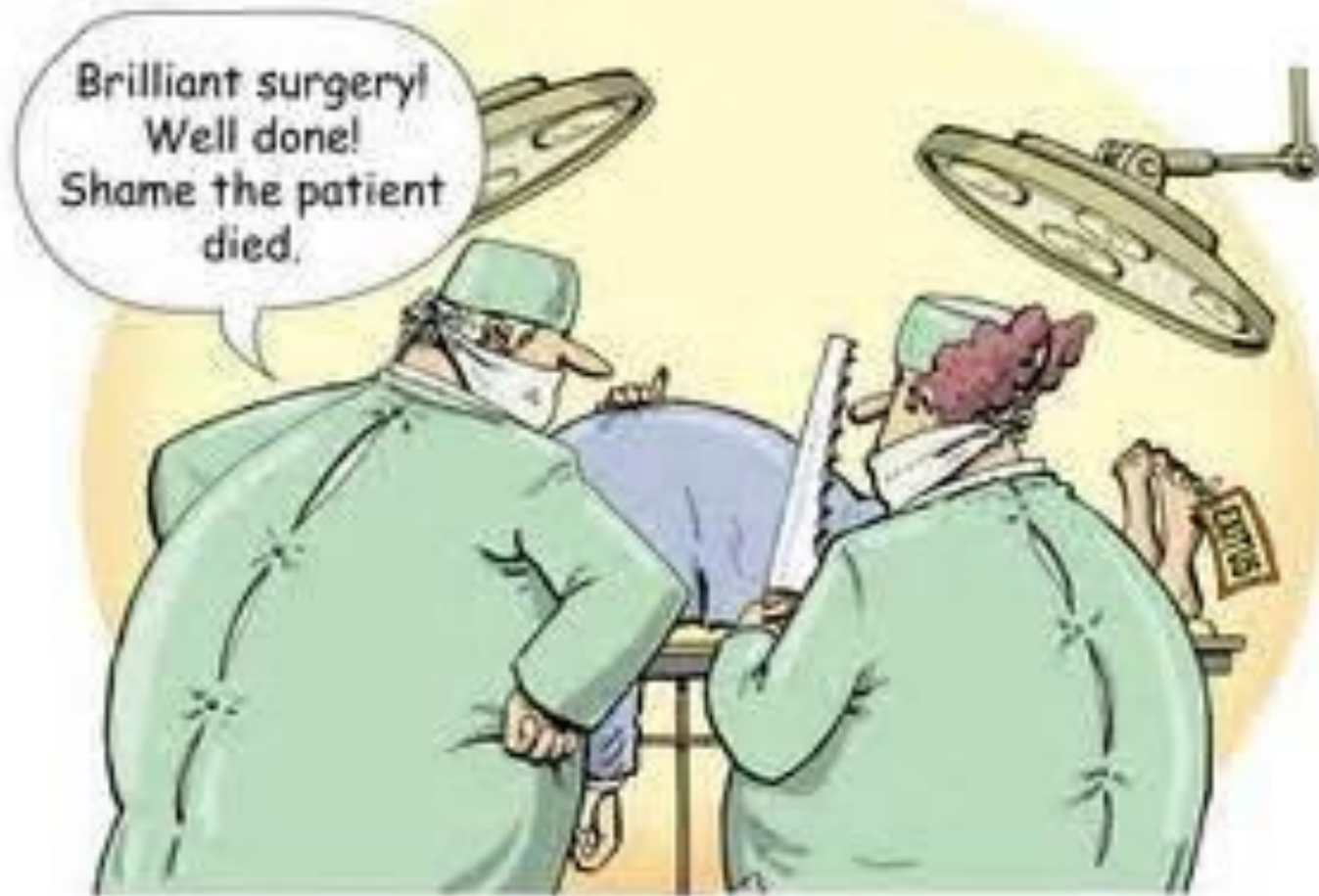
“...Standard 4 addresses the results of preparation at the point where they most matter—in classrooms and schools.”

“...judgment (of candidate knowledge and skills) is finally dependent on the impact the completers have on-the-job with P-12 student learning and development.”



Emphasis on Results

Do outcomes matter?



- inspired by the Baldrige Performance Excellence Program, Education Criteria for Performance Excellence
- describes four complementary aspects of the results of educator preparation where it matters most—in the schools and classrooms where completers are employed
- results matter – effort is not enough

Standard 4 in Context

Standards 1-3

- NRC 2010 aspects of teacher preparation “likely to have the strongest effects” on outcomes

Standard 4

- Linchpin - assessment of outcomes critical to
 - testing inputs and
 - grounding data-informed improvement

Standard 5

- Quality assurance system & organizational improvement
 - research advanced by the Carnegie Foundation for the Advancement of Teaching



Approach to leveraging data *for* P-12 student learning



- Relevant actionable data about P-12 students help the P-12 enterprise understand...
 - What works?
 - What doesn't?
 - Under what circumstances?
- Who cares? Who makes up the 360° ?
 - Higher education, which prepares P-12 teachers AND receives P-12 graduates
 - States and USED
 - P-12 districts, schools, and teachers
 - Parents, the general public, communities, businesses
 - Professional associations and policy/advocacy groups
 - Council for the Accreditation of Educator Preparation
 - » Vision: Excellence in educator preparation accreditation.
 - » How can we pursue that vision without data? Help us help you!



360° approach to leveraging data *for P-12 student learning*

- I have been in most of these roles in one way or another, so to some degree I understand the **benefits** and **burdens** of generating and using data.
 - Teacher—classroom teacher and district specialist
 - Educator Preparation Provider faculty member and program director
 - Director of Educator Preparation at Kentucky Education Professional Standards Board
 - Council for the Accreditation of Educator Preparation (CAEP)
 - Chair, Accreditation Council
 - Member, Board of Directors and Board Executive Committee
- In each of these roles I rely/relied on others to generate and share relevant actionable data to help me do my job better.
 - Teachers can be more effective if we have relevant actionable data.
 - EPPs can prepare more effective teachers if they have relevant actionable data.
 - CAEP can apply standards more effectively if we & EPPs have relevant actionable data.

THINK – PAIR - SHARE

- Share your best tip based on lessons learned collecting, interpreting, or using completer impact data?
- What problem are you currently working on solving related to improving data availability, quality, representativeness, or usefulness of completer impact data?



Addressing the Challenges

Acknowledging the Challenges of Standard 4

- This is a new category of evidence for some EPPs
 - Data gathered on student learning and shared with EPPs differ
 - from state to state
 - Within states
 - Methodologies differ for measuring student learning
- CAEP phase-In policy
- Making the case, multiple measures

“Standard 4 asks the right questions”

Guidelines for EPP self-study reports: Present Results Appropriately, in a way that Aligns with the Standard

- Describe data sources, trends/patterns, and representativeness
- Examine differences and similarities
 - Look across licensure areas; show differences across demographic categories
 - Identify comparison points and contextualize data
 - over time; to peers; to performance standards
 - highlight any existing benchmarks;
- Discuss implications of the findings for subsequent action
- Focus is on the standard's overarching expectations



Context Matters

More guidelines for EPPs: Frame the Argument at the Standard Level

- What points or data are provided as evidence?
- Which points or data support the argument?
- Which points or data are neutral?
- Which points or data conflict with each other?



- Draw conclusions about the extent to which the data support the standard
 - If appropriate, address triangulation and convergence of different forms or evidence to compensate for limitations of any one data source
 - Acknowledge weaknesses in data or evidence and how you are addressing weaknesses
 - Appropriate interpretations and conclusions are supported by data

EVIDENCE SUFFICIENCY: RESOURCES

CONSULT:

- Assessment Sufficiency Criteria
 - [CAEP Evaluation Framework for EPP-Created Assessments](#)
- Evidence Sufficiency Criteria (March 2016 Handbook)
 - [CAEP Evaluation Rubric for Visitor Teams](#)

The [CAEP Handbook: Initial-Level Programs 2018](#) is available for public review.

Please send questions, comments, and recommendations on the processes laid out within this report to training.questions@caepnet.org no later than March 31, 2018.

Annotated EPP Evidence Examples for 4.1 & 4.2

Resource with Illustrations of and Comments on Recent EPP Submissions to Demonstrate 4.1 & 4.2

- CAEP Standard 4 evidence: A resource for EPPs
 - Available on the resources tab of the Standard 4
 - <http://caepnet.org/standards/standard-4>

Example #1—STATE University

- P-12 academic achievement comparison using NWEA data
 - makes use of data in the state from NWEA-available student growth measures;
- with confirmation from correlated measures and case study using Danielson
 - case study including TWS type data that is linked with similar assessments used during pre-service
 - triangulates findings
- emphasizes importance, first, of building a tracking system for graduates

Example #2—PRIVATE University

- P-12 student growth
 - Self-study report includes student growth percentiles from state but the information is highly summarized, so of little utility to the EPP.
- Complemented by a teacher action research project using volunteering completers, and being constructed as a continuing activity
 - design permits links with pre-service data for the same completers
 - candidate tasks are similar to those in a teacher work sample assessment, and specifically include pre and post measures for teaching a comprehensive unit.

Example #3—PUBLIC University

- student value-added data as part of state teacher evaluation
 - State value-added data are available but are aggregated so that little useful information is available. But these data are part of the state's teacher evaluation assessment so evidence for 4.1 and 4.2 are linked
 - Characteristics of the state system are described.
- complemented by planned teacher action research
- The EPP shows options that it has considered to complement the state data, and designates one as the path it intends to follow. It will work with a school partner to gather and evaluate classroom data from novice teachers.

Voice From the Field



EXCELLENCE IN
EDUCATOR PREPARATION
ACCREDITATION

Oct 2016 - Dec 2023

Summary of key points

- **Use available data, but learn their strengths and weaknesses**
- **State data** on P-12 learning are highly variable from state to state, and self-study reports that CAEP has examined **generally found them insufficient** as feedback on the EPP's own performance
- **Need something to complement the state data**
 - Many EPPs are developing or conducting some kind of “case study”
 - One important lesson: build a tracking system with your completers
 - Collaborating with partner school districts may be a strategy
 - Collaboration across EPPs might be another
- **Think about what the data are telling you**
 - how you can get the most important messages from the data so that you can consider the implications

Case studies have been a frequent strategy for EPPs

- **These can supplement evidence to make it more complete**

- E.g., other grades, subjects

- **And they can provide feedback in useful forms for the EPP**

- E.g., use pre-service teacher work sample-type assessments as a base point for analyzing new in-service teacher data
- E.g., tasks could include some version of assessment information on P-12 knowledge/ skills before and after an instructional unit

- **One approach was in the form of teacher action research—requires completer input**

- E.g., pilot a teacher action research project using volunteering completers, and constructed as an annually recurring activity

Take Away Messages

- Strengths found in evidence:
 - Significant amount
 - Multiple Measures
- Some concerns in evidence:
 - Evidence Choices
 - Wide Variations



CONTACT US

- Anne Tapp, Ph.D.
Acting Assistant Dean and Professor
artapp@SVSU.edu
- Kim Walters-Parker, Ph.D., J.D.
Reading Specialist, Woodford County High School
kim.walters-parker@woodford.kyschools.us
- Jennifer Carinci, Ed.D.
Director of Research and Engagement, CAEP
jennifer.carinci@caepnet.org

RELATED SESSIONS:

Wednesday, March 14, 2018 2:00 p.m. - 3:00 p.m.

- **COMPLETER IMPACT: LEVERAGING CASE STUDY RESEARCH TO ADDRESS THE CHALLENGES OF STANDARD 4**
Chicago A (or in app)
- **COLLECTING DATA FROM PROGRAM COMPLETERS: A PANEL DISCUSSION OF CHALLENGES AND SOLUTIONS**
Exhibit Hall B (or in app)
- **KEEPING TRACK OF COMPLETERS: A CASESTUDY APPROACH**
Chicago C (or in app)

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Examples of evidence that CAEP has

When data are not available from the state, consider these options:

- ❑ Teacher-linked P-12 student learning data from school districts or from individual schools
- ❑ Teacher information from district or school tests
- ❑ Teacher action research information on P-12 student learning, perhaps in the form of a “portfolio” of different teacher experiences and results with P-12 student learning

CAEP encourages providers whose completers are employed by the same school districts **to collaborate** in development and conduct of such options.

When data are available from the state or its districts

EPPs should:

1. Demonstrate that they are familiar with the sources of the P-12 student learning impact data that are returned to EPPs. E.g.,

- ✓ the psychometric qualities of the P-12 assessments,
- ✓ the alignment of the assessments with the state's curriculum,
- ✓ technical features such as the proportion of students included, the soundness of the student teacher link,
- ✓ the method of forecasting expected student growth, and
- ✓ the adjustments for classroom or school characteristics so that teachers in similar situations can be fairly compared.

More on when data are available from the state

2. Provide their own analysis and evaluation of the state-provided information on P12 student learning. E.g.,

- ✓ characteristics and patterns in the data (e.g., stability of the data, or trends in the data),
- ✓ their interpretations of the data (e.g., comparisons with completers from other EPPs,
- ✓ possible influences on the data from the particular places in which completers are employed,
- ✓ consistency or differences in data compared with other sources such as employer surveys or teacher observation measures).

AND, FINALLY, WHEN DATA ARE AVAILABLE FROM THE STATE

3. Indicate how they have used the P-12 student impact data to consider implications for features of the preparation experiences.

Note, however, that even though the EPP reports data that the state has shared, it may conclude that the state data are of limited value for its demonstration that Standard 4 is met.