Highlight features of the *CAEP Handbook:*
Guidance on Self-Study Reports for Accreditation at the Initial-Licensure Level

1. **STANDARD 5 IS PLACED FIRST**
   - EPP management and continuous improvement depend on an effective quality assurance system (QAS). Making a case that any CAEP standard is met depends on the capacities of the QAS and internal use of data for monitoring the EPP's progress.
   - An effective QAS has capacity to gather relevant and good quality data, conduct analyses of data, interpret results, and use conclusions to consider continuous improvement
   - Standard 5 is placed first because **continuous improvement can only happen when the EPP has an effective quality assurance system** *(See p. 18 ff.).*
   - Continuous improvement is also a requirement that all accreditors' must address under standards of the higher education accreditation agency (CHEA).

2. **THERE ARE GUIDELINES FOR CONDUCTING SELF-STUDIES AND WRITING SELF-STUDY REPORTS (SSRs)**
   - Materials from different parts of the 2016 Handbook, and from "general rules" in Evidence Sufficiency Criteria distributed at recent CAEPCons, have been brought together in one place.
   - Part B of the *Handbook* addresses **conducting self-studies and writing reports**—building a case that each standard is met, using data in self-studies, the role of program review and reporting on CAEP's themes of diversity and applications of technology *(See pages 9-17).*
   - Part B also provides a list of CAEP's digital template contents so that EPPs will be introduced to what the template will ask them to insert *(See pages 7, 8).*

3. **THE HANDBOOK IDENTIFIES KEY CONCEPTS FOR EACH STANDARD, THEN FOLLOWS THOSE THROUGH STEPS OF PREPARING THE SELF-STUDY REPORT AND EVALUATION OF EVIDENCE**
   - The *Handbook* **identifies the key concepts that underlie each standard together with its components** *(See, pp. 23, 29, 35, 40 and 46, and, for cross-cutting themes, p. 51ff).* Those concepts are the basis for other features in the *Handbook*, including:
     - ➢ **Examples** that are suggested for EPP evidence
     - ➢ Self-study **writing prompts and reflection questions** that help EPPs develop their most compelling case for each standard; these are built on the key concepts for each CAEP standard as well as the diversity and technology themes
     - ➢ Appendix A of the Handbook that describes evidence, what reviewers do with evidence, and the criteria that guide site team and Accreditation Council evaluation of evidence *(pp. 55-87).*

4. **KEY CONCEPTS IN STANDARD 1, AND "PROGRAM REVIEW" AS A SOURCE OF EVIDENCE FOR STANDARD 1, ARE EXPLICIT AND EXPLAINED**
   - Four concepts for Standard 1 evidence are the four InTASC categories: **the learner and learning, content and content pedagogy knowledge, instructional practice, and professional responsibilities.**
   - Two additional concepts are **college and career readiness for initial teaching** and the **CAEP crosscutting themes—diversity and technology** *[see Standard 1 key concepts (p. 29), examples (p. 30), and self-study prompts (p.33)].*
   - Evidence for the four InTASC concepts in Standard 1 is provided through one of the "program review" options:
     - ➢ **CAEP Program Review with Feedback**, submitted two years before a scheduled site visit;

- ➢ **Specialized Professional Association (SPA) review** submitted three years before a site visit and, when successful, results in SPA National Recognition; or
- ➢ A **state program review/approval** process.
- The program review submissions, with their evidence, and any feedback that EPPs receive in response, are a part of the EPP's case that Standard 1 is met and will be available to the site team. *(See Handbook section B.4, pp. 14-16 on program review options; see information on use of program review evidence as part of the evidence for Standard 1, second paragraph on p. 31).*
- Appendix E contains full details on phasing-in CAEP Program Review with Feedback *(See Appendix E, pp. 98-100).*

5. **THERE ARE SELF-STUDY REPORT GUIDELINES FOR THE CAEP DIVERSITY AND TECHNOLOGY THEMES**
   - CAEP policy (5.03) specifies that self-study reports provide "complete evidence for all CAEP Standards and cross-cutting themes" *(see. p. 17).*
   - Explicit references to **diversity and technology themes that appear in Standards 1, 2, and 3** are to be addressed *(See pp. 51 and 52 on diversity, p. 53 on technology).*
   - Diversity is further elaborated, asking EPPs **(1) to show how they use the diversity already represented in their programs, faculty, and candidates** and also to show **(2) how they challenge themselves to meet diversity goals beyond what they already demonstrate** *(See p. 53, Self-study reflection questions).*
   - New Evidence Sufficiency Criteria for the themes are included in Appendix A *(See pp. 84-87).*

6. **THERE IS AN UPDATED AND EXPANDED GLOSSARY**
   - The CAEP Glossary, Appendix F *(pp.101 ff.)*, updates terms that have been changed, adds new ones, and deletes some that are not necessary. In summary, the revisions:
     - ➢ Align definitions with CAEP policy (e.g., appeal, complaint, good cause extension, stipulation);
     - ➢ Update terms associated with Accreditation Council practices (e.g. endorsement, initial review panel);
     - ➢ Eliminate ambiguity in previously used definitions (e.g., component, proprietary assessment);
     - ➢ Add new AACTE-created definitions for clinical experiences and faculty (e.g., clinical internship, school-based teacher educator) and terms that EPPs have asked about (e.g., co-construct, cohort, EPP-created assessment);
     - ➢ Reflect CAEP practices (e.g., on the EPP annual reporting measures) and eliminate terms no longer used or ordinary English words for which there is no unique meaning in the context of CAEP accreditation (e.g., accountability, holistic, operating procedures, STEM, strategic evaluation).