

**Council for the
Accreditation of
Educator Preparation
(CAEP)
Standards and Possible
Evidences
February 12, 2015**



COLUMBUS STATE
UNIVERSITY

Welcome!



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Agenda
CAEP Committee Chair Meeting
February 12, 2015

Welcome – Dr. Dee Greer

Overview of CAEP Standards: Initial and
Advanced- Dr. Margie Yates

Anchor Measures – Dr. Margie Yates

CAEP Standards with Possible Evidence –
Dr. Deniz Peker

Key Assessments (Unit Level)- Dr. Sallie
Miller

Critical Assessments (Program Level)- Dr.
Sallie Miller

Committee Work- Dr. Dee Greer

Overview of CAEP Standards

- Initial Certification Standards
- Standards for Advanced Programs



Anchor Measures

- In an ideal data system there would be a few common measures to serve as anchors and to help calibrate other measures.



Examples of Anchor Measures

- Licensure Tests (GACE)
- edTPA
- CAEP “8 Annual Measures” of Program Impact and Program Outcome

Questions to Ask

- How does the construct align with our curriculum?
- Is this an appropriate measure of how we prepare teachers?

Evidence for Making the Case for Accreditation

- We can't just present lists and sources of evidence.
- We must choose a set of evidence that makes a compelling case for each standard.

Addressing the Standard

- Evidence should be consistent with the Standard's holistic and overarching expectation.
- While each component of the standard should be addressed in some way, we may give different weights to individual components

Tips Regarding Evidence

- Consider relevance first, then validity and reliability.
- Balance evidence that is weak in one area with evidence that is strong in that area.
- Identify quality evidence.

Possible Sources of Evidence

STANDARD	REQUIRED EVIDENCE POSSIBLE EVIDENCE/NOTES
Standard 1 CONTENT AND PEDAGOGICAL KNOWLEDGE	
Standard 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	<ul style="list-style-type: none"> Program of Study
1.1: Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	<ul style="list-style-type: none"> edTPA data GACE Dispositions Assessment
1.2: Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	<ul style="list-style-type: none"> Identified Key Assessments related to the following areas (PRS Section 2): <ol style="list-style-type: none"> Content Knowledge Planning Instruction Assessment/Effects on Student Learning Dispositions Ethics EPP Assessment
1.3: Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).	<ul style="list-style-type: none"> Identified Key Assessments aligned to program standards (PRS Section 3)
1.4: Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).	<ul style="list-style-type: none"> Alignment to K-12 curricular standards
1.5: Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.	<ul style="list-style-type: none"> EPP Choice of Technology Example: How is technology used to enhance instruction?

CSU Sources of Evidence Template

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1.3: Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).	
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1.5: Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.	

Types of Assessments

- Key Assessments
- Critical Assessments



Committee Charge

Initial Committee Work

1. Identify what measures and data are needed to adequately address the standard.
 - a. What measures and data already exist?
 - b. What external measures are used as anchors? Normed?
 - c. What measures and data are needed?