

AERO Update #7 – The Mega CAEP Edition

(Don't attempt this at home)

April 20, 2017



CAEP Self Study Deadline:

Our CAEP Self Study Report is due to CAEP in approximately 320 days, but who is counting...AEROMan is! **[WARNING: This document is filled with so much fun, you may need to take breaks, stretch, go for long walks, etc, to muscle through to the end.]**

What We Learned at CAEPCon

Advanced Programs

The CAEP Advanced Program Handbook – which was expected from CAEP last September – has still not been published. Despite this fact, we must move forward and include the Advanced Programs in our Self Study. A link to the Advanced Standards can be found here: <http://caepnet.org/standards/standards-advanced-programs>.

What does this mean?

We need to regroup the CAEP Working Groups to review their applicable CAEP Advanced Standards and the current guidance that CAEP has provided. Since we are still in the CAEP Phase-In phase, we are expected to only provide “plans” for a majority of the CAEP Advanced Standards. With the exception of Standard 5, CAEP requires separate responses in the Self Study Report for initial and advanced programs.

To learn about how we shall include advanced programs in our Self Study Report, please go to “Update Standard by Standard - Advanced Programs” below. Advanced programs can expect an initial uptick of CAEP-related requests. AEROman regrets this, but knows that our advanced programs are fully prepared to address these CAEP Advanced Standards.

SPAs

We wanted to bring to light a statement in the VDOE and CAEP Partnership Agreement, Section III, C. “...SPA review is not required or accepted for program approval or CAEP accreditation.”

Part I: “...SPA review is not required...”

As outlined in our Virginia – CAEP Agreement, Virginia does not require programs to seek SPA accreditation. CEHD has chosen to pursue SPA accreditation to establish official standards of assessment for each licensure program and as quality indicators of our programs. Since pursuing the SPAs – as painful as they may have felt – we have clearly identified key assessments and have been consistently collecting and analyzing data on these assessments for years.

Part II: “...or accepted for program approval or CAEP accreditation.”

It was at CAEPCon that impact of this statement was underscored. AEROman practically had a heart attack.

What does this mean for all of the programs that submitted SPAs??

It means that Virginia will not look at the SPA reports as part of the State review. For evidence of CAEP Standard 1.3, AERO must pull Assessment #1 and #2 data (generally PRAXIS and Endorsement Reports) from each SPA report and present it separately.

The CAEP reviewers, however, will look at the SPA reports and we can still submit them as evidence.

State Addendum to the CAEP Self Study

As mentioned at our fun October CAEP Meeting, a CAEP visit in Virginia is a Joint Visit which means that our Visiting Team is made up of CAEP reviewers and State reviewers. AEROMan learned more at CAEPCon about the components of the State review:

- The State Matrices that are part of every CYRP for licensure programs - those are reviewed by the State during the Visit and we are expected to confirm their accuracy.
- The biennial state request for information on licensure test pass rates, clinical experience requirements, diverse school setting requirements, partnership information (...are you getting sleepy?) - this information is critical, necessary, and reviewed by the State during the Visit and we are expected to confirm their accuracy.
- Information about candidates completing all the requirements for CPR, student in child abuse and recognition - all are confirmed during the State review.

Why does AEROMan share this with you? Because AEROMan wants you to know that when you are asked to review your matrices, or biennial information, it is important and it matters! AEROMan could lose his cape – and much more – if this minutiae is not taken seriously.

Members of AERO and EPO will be participating in a phone call with VDOE's Joan Johnson in early May to get more details. AEROMan is very excited about this phone call.

Update Standard by Standard – Initial Programs

Onto the work of the best Working Groups!

Standard 1

Common Assessment Changes

The InTASC common assessments (for a quick AEROMan review: Collaborative Learning Team, Lesson Plan, Individual Student Plan, Video Analysis, and Internship) have been revised based on program input and CAEP input and have been aligned to practically any applicable standard that exists. The rubrics have been amended to include the VDOE standards, and a “SPA” column for those programs that wish to overlay their SPA standards to these common assessment rubrics.

If a program currently uses the stand-alone common assessment rubric, it will be replaced for the fall 2017 semester. If programs wish to overlay their SPA standards to these new common assessments, programs need to inform Adrienne by June 1, 2017 about any changes in rubrics.

This summer, Teresa will focus on creating Common InTASC assessment training modules for implementation in the fall. Part of the training involves interrater reliability groups that will be videotaped and incorporated into the training modules. This taping will be completed by mid-June so we can involve mentor teachers in the groups for the assessments completed in the internship. If you have mentor teachers or adjuncts that work with these assessments who might want to be part of the training focus groups- please send their names to Teresa. Any faculty willing to help Teresa create this training should contact Teresa at tedkins@gmu.edu.

Technology Assessment

AEROMan eats several AERO bars when considering the following technology-related challenges:

- The Area for Improvement (AFI) from our NCATE review was in technology. Each year we must inform NCATE/CAEP via our Annual Report how we are responding to this AFI. A review of these Annual Reports will be part of our Self Study review.
- Technology is a cross-cutting theme of the CAEP standards.
- CAEP Standard 1.5 focuses on candidates' abilities to “model and apply technology standards” with students.
- CAEP Standard 2 emphasizes technology-based partnership collaborations, and clinical experiences with technology-enhanced learning opportunities.

We have developed a portfolio-type technology rubric that may provide evidence of candidates' abilities, but our technology – ironically enough – is making it a challenge to collect this evidence across the candidates' programs, and not to overload current clinical experiences. We are in discussions with Tk20 to provide the right platform for this collection and are considering a small pilot for the end of spring 2017. **Members of Initial Programs Standards 1 & 2 Working Group should look out for a request to identify candidates willing to participate in a technology assessment pilot at the end of this semester/early summer.**

Dispositional Assessment

Currently initial programs assess candidate dispositions at the beginning, middle, and end points of their program. The working group has discussed different approaches, but again they are technology-dependent...

Standard 2

AEROMan sent out an intensive and extensive "Stakeholder" Survey to CEHD's initial programs. Chairs Jeff and April of the Initial Programs Standards 1 & 2 Working Group are currently reviewing the responses and programs will be contacted for any clarifications or additional information. Additionally, we are also utilizing your excellent Calendar Year program reports to mine for great example of programs working with their stakeholders. Initial programs should look forward to another "Stakeholder" similar survey as on-going evidence of their great work with partners.

Standard 3

OTS continues to develop an awesome assessment tracking system (awesome as in "cool" and "inspiring awe") which will follow students from entrance to completion; it will include admissions information, testing data, key assessment and common assessment data, dispositional and technology assessment data, licensure requirement data, etc, for all candidates, starting with those who enrolled in fall 2016 and who are (or may be) in a CAEP-related EPP program.

Standard 4

We are currently required to meet all components of Standard 4. With the publication of Self Study Report template, CAEP noted that "the Board of Directors has adopted a transition policy for Standard 4 under which it will not be necessary for EPPs to fully meet all four components under initial preparation until self studies are submitted for academic year 2019/2020." AEROMan has asked CAEP for clarification on the "...will not be necessary..." part of this statement.

In the meantime, Jeff and Adrienne will be speaking with an FCPS representative about collecting program completer student impact data (for Standard 4.1). Elementary faculty will be participating in a pilot to observe program completers and collect data on their effectiveness to apply professional knowledge, skills, and dispositions (for Standard 4.2). Thank you to Teresa Edkins, the elementary education team, the survey task force, and all the CAEP trusty sidekicks for their excellent work on this initiative. The good work continues!

Standard 5

As all of CEHD is in the throes of the Calendar Year Review Process (CYRP), members of the CAEP Standard 5/CYRP Working Group have begun reading the submitted reports. Thus, AEROMan must turn his attention to CAEP Standard 5.2 "The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures..." AEROMan counts five actionable adjectives in this phrase. Each assessment, and, to some extent, survey, must be vetted against these five adjectives. Plans to tackle this critical aspect of the Self Study are still in the preliminary stage. AEROMan continues to eat more AERO bars when thinking about this challenge...

Update Standard by Standard – Advanced Programs

We are all now in this together! We hope to tackle some quick advanced program data before the closeout of the semester, and move to launch some bigger work in early fall...Below we indicate where only plans are required, but our advanced programs may have the data already in place – let's showcase what we got!

Standard A.1 (Plans only required for A.1.1)

The CAEP Initial and Advanced Standards differ the most in Standard 1. **Advanced Programs will be contacted shortly to identify where in their programs they are demonstrating the candidate proficiencies outlined in CAEP Standard A.1.1. and A.1.2. Stay tuned for a request from the Advanced Programs Standards 1 & 2 Working Group...**

Standard A.2 (Plans only required for all of Standard A.2)

Advanced programs can look forward to receiving a slightly revised version of the “Stakeholder” Survey in the beginning of the fall semester.

Standard A.3 ((Plans only required for A.3.1, A.3.2, and A.3.3)

AEROMan will work with OTS to tag on the advanced programs to the current assessment system over the summer. Members of Standard 3 Working Group will be contacting advanced programs in the fall 2017 semester for information related to Standard 3.

Standard A. 4 (CAEP informed us that plans only required for all of Standard 4, but does that contradict that it is a requirement? AEROMan is investigating...)

Employer and alumni satisfaction information is collected for Standard 4. A challenge with many advanced program completers is that they may still occupy positions related to initial licensure and not have transferred to advanced licensure-related employment. The Standard 4/Survey Working Group will tackle employer surveys and continue discussions about creating surveys that focus on the advanced licensure-ness of a program completer’s employment. Any thoughts or suggestions from those of you in the advanced programs will be most welcome and be emailed to aero@gmu.edu .

Standard A. 5 (Plans only required for A.5.3 and A.5.4)

Since CAEP expects a combined response for initial and advanced programs, the progress and challenges outlined in “Standard 5 – Initial Programs” applies to the advanced programs. AEROMan likes this!

Feeling overwhelmed? AEROMan understands and feels it too! There is a quiet chair in Adrienne’s office in which you can sit and eat AERO bars. All are welcome anytime. **Inspired to know more? Contact us at aero@gmu.edu .**
Need to catch up? All of the AERO Updates are archived at <https://cehd.gmu.edu/aero/updates> .