

Envelope #1

Why are we here?

- A. For the greater good?
- B. For the chocolate provided at the door?
- C. Because we have to?
- D. All of the Above?



Preparation for CAEP Accreditation 2018



Mason
CEHD

Agenda

- Overview for the Big Group
 - Timeline for CAEP Reaccreditation
 - Overall Structure of CAEP Self Study Submission
 - CAEP Standards and Cross-Cutting Themes

Group Work!

- Final Recap and Moving Forward

Envelope #2



Reaccreditation Timeline

- Now through Fall 2017: Collect Evidence & Create Plans for Evidence
- Fall 2017: Write Narrative in Support of Evidence
- Spring 2018: Submit Self Study Report & Begin On-Site Visit Preparation
- Within 60 Days of Self Study Report Submission: CAEP Formative Review Report
- Within 30 Days of CAEP Formative Review Report: CEHD Rejoinder to Self Study Report (Summertime...??)
- Fall 2018: On-Site Joint Visit – Virginia and CAEP Representatives - Recommendations Only
- Day After Visit: Blurg....



Envelope #3



The CEHD EPP Approach

Selected Improvement (SI) Self Study Report

...which means we must present a data-driven plan for improvement in a selected focus area and show progress over the accreditation term.



Joint Self Study Visit



...which means that VDOE representatives will be part of our Visiting Team and will use this CAEP process to review our programs, plus a few other items...

What does a SI Self Study Report Entail?

Self Study Template

- Education Preparation Provider (EPP) Characteristics (Budget, Faculty Qualifications, Facilities, etc)
- CAEP Standards' Narrative
- **CAEP Standards' Evidence ****
- **CAEP Cross-Cutting Themes (Diversity and Technology)****
- Areas for Improvement from Previous Accreditation
- Focus on Areas of the Selected Improvement Plan

****Our group work focus today**

Envelope #4



CAEP Initial Program and Advanced Program Standards

Same standards....Different components

- Must have **evidence** (due to our Phase-In Schedule) for All Initial Program Standards
 - ECE, ELEM, ESL, FL, PHED, SEED, SPED General, SPED Adapted, SPED VI, Theatre Education
- Must have **plans** (due to our Phase-In Schedule) for all Advanced Program Standards
 - ASTL, C&D, EDLE, Ed Psych, LTS, Literacy, MEL, TTCH
- Separate Responses for Initial and Advanced Programs in the Self Study (except for Standard 5...)
- No program is too small to be included! Data can be aggregated for little programs

CAEP Standards

- Standard 1 – Content and Pedagogical Knowledge
 - Initial Programs – Common Assessments
 - Advanced Programs – Different Across Programs



- Standard 2 – Clinical Partnerships and Practice
 - Inclusion of Stakeholders at Every Point

- Standard 3 – Candidate Quality, Recruitment, and Selectivity
 - Recruitment and Gateway Monitoring



- Standard 4 – Program Impact

- Employer Satisfaction, Completer Satisfaction, Completer Impact on P12 Learning



- Standard 5 – Provider Quality Assurance and Continuous Improvement (CI)

- Systematic collection and assessment of the St 1-4 data, and how they inform CI



Envelopes #5 and #6



CAEP Cross-Cutting Themes – Technology and Diversity

- The themes are presented in the standards as “embedded in every aspect of educator preparation,” and self studies provide an opportunity for each provider to address how the themes are integrated into preparation.



Also consider...Stakeholder Inclusion

- How we include stakeholders, or should include stakeholders, in each component should be identified. Stakeholders are expected to be involved at every level of program and course development, implementation, assessment, feedback, and review.

CAEP Standards' Evidence

- Examples: Assessment Data, GPAs (CAEP is OK with GPAs!), Minutes, MOUs, Surveys, Admissions Data, Focus Groups, Case Studies
- Explain your data and make your case
 - Include context, analysis, interpretation, and reliability and validity
 - Be honest about strengths and challenges
- Can use “old” data with new data
- 3 cycles of disaggregated data that is sequential and the latest available
 - By program, EPP, Comparisons when possible
- No dumping in the Self Study!
 - Make evidence specific and targeted



Envelope #7





Now, why are we here today?

- Get into your groups!
- Open Google Docs
 - Each folder includes:
 - CAEP Handbook 2016 Standard Documentation
 - Draft Advanced Standard Documentation (where applicable)
 - Standard Table to be completed



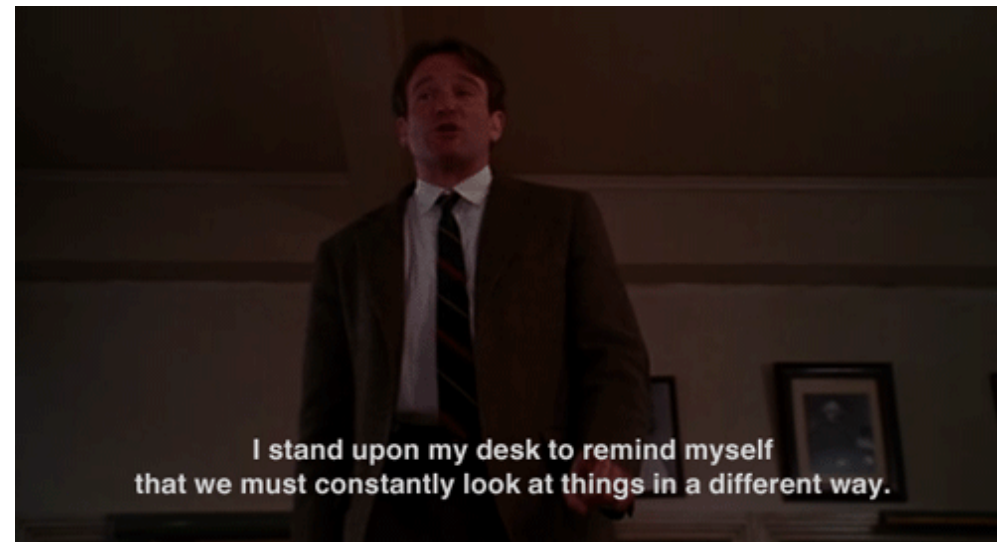
Complete the Standard Table

1. Review the Standards and Their Components

- Note “special” components
 - Required
 - Cross-overs to other Standards (work across groups!)
 - Cross-cutting themes – little laptops  and rainbow people 
 - Stakeholder Involvement
- Record questions/clarification needs

2. Take Inventory

- Note the evidence and the gaps
- Think targeted, but creative!
- (OK to dump here)



Complete the Standard Table

3. Collect the Data

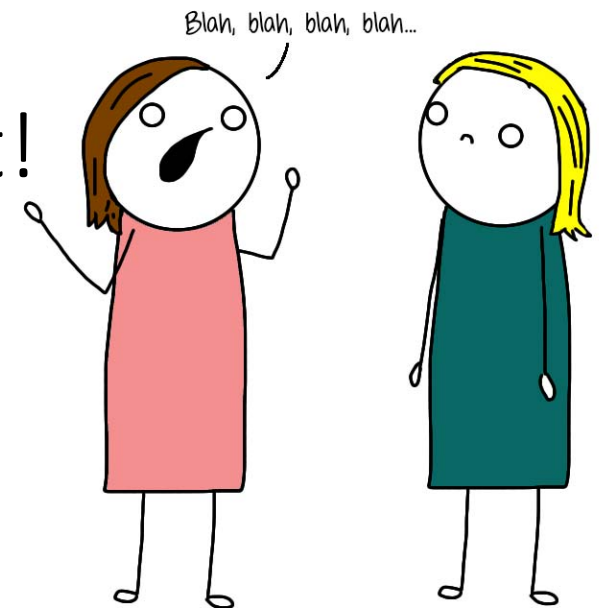
- Note the actions/plans/strategies for data collection

4. Take Stock

- Identify stakeholder involvement/collaborations

Share-Out/Shout-Out!

1. Identify Your Top Three Gaps
on the Share-Out Preparation Sheet
2. Regroup, Share-Out,
and Complete the Share-Out Notes



You don't have to be superhuman... 🔊



Final Get Together



- Recap of Group Work! Share-Out/Shout-Out!
- Moving Forward...Plant the CAEP seed!
 - Talk about CAEP in courses – today’s candidates could be tomorrow’s informed graduate interviewees for the Self Study on-site interviews
 - Talk about CAEP in Program Meetings – You serve as your program’s rep! Make sure your program faculty, adjunct faculty, advisors and staff know about and are informed about CAEP!
 - Talk about CAEP with Clinical Educators – Mentor Teachers, Clinical Faculty, University Supervisors, Principals, all Partners need to know about CAEP!
 - Today’s friends are tomorrow’s partners!
 - Knowledgeable interviewees for the CAEP On-Site Visit

Envelope #8

