Timeline for CAEP Accreditation

CAEP Council for the Accreditation of Educator Preparation

By Ron Childress

The COEPD had its most recent NCATE (now CAEP) accreditation visit in Fall 2012. Based on the outcome of that visit, **our next site visit is scheduled for Fall 2018**. Our best guess at this time is that the visit will occur in October.

2015-16
Submit SPAs

Approximately three years before the site visit, we must submit all of our licensure programs for which there are Specialized Professional Association (SPAs) for national review. We have **27** programs which are subject to SPA review. Submission of programs for SPA review is also a requirement of WVBOE Policy 5100 and the West Virginia Higher Education Policy Commission. CAEP expects that at least 50% of our programs subject to SPA review will be "Fully Recognized" by the time of the site visit in October 2018.

Feb.-Mar. 2018
Submit Self-Study

Approximately eight months **(February-March of 2018)** prior to the expected October 2018 onsite visit, COEPD must submit a Self-Study providing evidence as to how we meet each of the standards. We must address the five standards at both the initial and advanced levels. Separate decisions are made about each standard at each level.

Apr.-May. 2018
Off-site Review

Approximately two months **(April-May of 2018)** after submission of the Self-Study, the CAEP Visitor Team conducts an electronic off-site review of the Self-Study previously submitted. Approximately two weeks **(May-June of 2018)** after this off-site review, COEPD will receive a Formative Feedback Report of the Visitor Team's findings.

August 2018
COEPD Response

Within 60 days **(August, 2018)**, COEPD must submit a response to the Formative Feedback Report. The Visitor Team then reviews this addendum and supplementary evidence prior to the actual onsite visit in October, 2018.

Nov.-Dec. 2018
Final Site Visit Report

The Visitor Team prepares a Final Site Visit Report within four weeks **(November-December of 2018)** of completion of the onsite visit. Following a series of reviews, including an opportunity for COEPD to provide factual corrections, the report is finalized and submitted to CAEP for a final decision.

Late Spg/ early Fall 2019
Accred. Decision

There are three possible outcomes for COEPD: **Full Accreditation**-awarded to providers that meet CAEP guidelines for all five standards; **Probationary Accreditation**-awarded to providers seeking continuing accreditation that meet or surpass CAEP guidelines in four standards, but fall short in the other standard; **Revocation of Accreditation**-for providers seeking continuing accreditation that fall below CAEP guidelines in two or more standards. We anticipate receiving an accreditation decision in **late Spring or early Fall of 2019.**

✔ **MARK YOUR CALENDARS!**

Faculty Required Workshops

Fridays, 10 AM—12 PM

- **January 13—Selected Improvement Plan (SIP) - Creating a culture of evidence**

- **February 10**

- **March 10**

- **April 14**

Employer Satisfaction Surveys

By Sandra Stroebel
And Paula Lucas

The Council for the Accreditation of Educator Preparation (CAEP) requires that Educator Preparation Providers (EPPs) "demonstrate that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention." The data presented as evidence of this will be judged with the following sufficiency criteria:

♦ Data are disaggregated by (licensure or certification area) programs and is sequential

♦ Data must be analyzed, evaluated and interpreted

♦ Use instruments that meet the CAEP "Sufficient Level" on the CAEP Instrument Rubric

♦ Focus on completers that are in their first or third year of employment

♦ Provide documentation that the data are used for continuous improvement

♦ Provider documentation includes the following:

  ◊ A description of the system for gathering data

  ◊ Adequate response rates (20% or more)

  ◊ A description of the representativeness of the sample

  ◊ Data specific to high-need schools

  ◊ Data specific to specialty field

  ◊ Comparison points for data

The Assessment and Accreditation Coordinating Council (AACC) has decided to use employer interviews to gather this information. The School Psychology program piloted this process in Spring 2016. The interview protocol was developed in alignment with the National Association of School Psychologists (NASP) standards. During instrument development, input was obtained from the AACC, COEPD Cabinet, school psychology professors, employers, state department representatives and school psychologists in the field. Once the instrument was developed, Graduate Assistants (GA's) in the doctoral program were selected to be interviewers, and then were provided with training on the assessment instrument.

A random selection of six school psychology 2015 graduates were emailed with a request for their supervisors contact information. The employers were then notified by email that they would be contacted by phone for an interview and the purpose of the interview. Interviews were completed and the data were analyzed. This analyzed data were then provided back to the School Psychology program. The School Psychology program utilized this data to make changes to the program.

In August 2016, a meeting was held with the Program Directors of the Advanced Programs to explain the process and request that each COEPD program develop an employer survey aligned with their standards. It was requested that the surveys be sent to AACC by November. Four of the 16 programs have submitted surveys to AACC for review. Programs who have not submitted surveys will be contacted. The GA's will conduct the surveys in Spring 2017. The data will be analyzed and provided to the programs to aid in the continuous improvement process.

At the initial level, employer satisfaction surveys have been sent to all schools (elementary, middle/jr. high, and high) in the RESA 2 (Cabell, Lincoln, Logan, Mason, Mingo, and Wayne counties) that have MU graduates that graduated one-year and three-years ago. Each principal was asked to complete a survey (based on the WV Professional Teaching Standards) on his/her MU graduates (collectively) that are employed at the school. Several reminders have been and will continue to be sent to the principals who have not responded.

School Psychology transitions to LiveText for data collection needs

By George Watson

The School Psychology program moved to the LiveText assessment system during the Fall 2015 semester and is now able to collect and analyze data useful for both program level and accreditation level decision-making. Prior to the move to electronic data collection, clinical evaluations and other data were collected by paper submissions and entered into spreadsheets by hand, with very little time left for analysis.

With LiveText supervisors can now enter evaluations directly into the database from anywhere they have an Internet connection and data can be reviewed quickly and easily. Faculty no longer need to go through the tedious process of collecting, collating, and entering data from stacks of paper evaluations. Analysis of data can now be disaggregated by select variables and collection instruments can be modified easily. In addition, faculty can track student progress and hold them accountable through monitoring submissions, with reports generated on either the data collected or on the progress towards completion of assessments by supervisors and students.

DISPOSITIONS DEFINED
By Chuck Bethel

What are Dispositions?

CAEP defines dispositions in the following way in its Handbook Glossary:

"Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth."

Dispositions are, in other words, attitudes, beliefs and values, as opposed to things like skills and knowledge. They are usually seen in the habits of professional actions and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6).

Assessment of dispositions extends to teachers in the field. So, dispositional elements are to be included on candidate evaluation instruments in order to help determine candidate effectiveness (Schulte, Edick, Edwards, & Mackiel, 2004). So what does this mean for COEPD? Dispositions are to be articulated in our conceptual framework, determined by our college and at a minimum include the ideal as stated above of commitment to P-12 students, commitment to the profession, commitment to diversity and commitment to technology. In addition, dispositions are to be systematically assessed via observable behavior in educational settings through a continuous improvement of the candidate, program, and unit.

When do you Measure Dispositions?

The teacher dispositional assessment tool can be used with candidates at various times throughout educator programs to ensure dispositional growth and refinement. First, early in the program, then as they move through field and/or student clinical experiences. This will highlight the move students make from old attitudes, beliefs, values and actions to new attitudes, beliefs, values and actions in their work with P-12 students during their education to become professionals.

What do you do with the Data?

Because decisions are to be based on evidence from multiple measures of candidates' learning, the unit must have a system for routine self-assessment based on a coherent logic that connects the program's aims, content, experiences and assessments. The reliability and validity of each assessment measure must be known and adequate, and the unit must review and revise assessments and data sources regularly and systematically. The ultimate goal being that the unit uses the data for program improvement and disaggregates the evidence for discrete program options or certification areas.

What should you do?

You can begin by first describing the types of dispositions your program might look for in beginning pre-service candidates – that is, sometime prior to field and student teaching experiences, and second describing the types of dispositions your program might look for at various intervals within the program progression, and finally the types of dispositions at completion. Also, if you are in charge of a program, complete the Assessment of Professional Dispositions by Program chart and submit to the AACC committee.

LIVETEXT
Learn what's possible.

Calendar of Events for Spring 2017

⇒ **Faculty workshops:**

    ⇒ Fridays, 10 am—Noon

        ⇒ January 13, 2017

        ⇒ February 10, 2017

        ⇒ March 10, 2017

        ⇒ April 14, 2017

⇒ **AACC Meetings:**

    ⇒ First & third Wednesday, ,monthly, from 9 am—Noon

⇒ **Due dates for SPAs:**

    ⇒ February 1, 2017 to AACC committee

    ⇒ March 15, 2017

⇒ **Submission of Key Assessments and Rubrics:**

    ⇒ January 9, 2017

    ⇒ April 1, 2017

Assessment and Accreditation Coordinating Council (AACC) Members include Drs. Chuck Bethel, Ron Childress, Teresa Eagle, Sissy Isaacs, Paula Lucas, Sandra Stroebel and George Watson.