

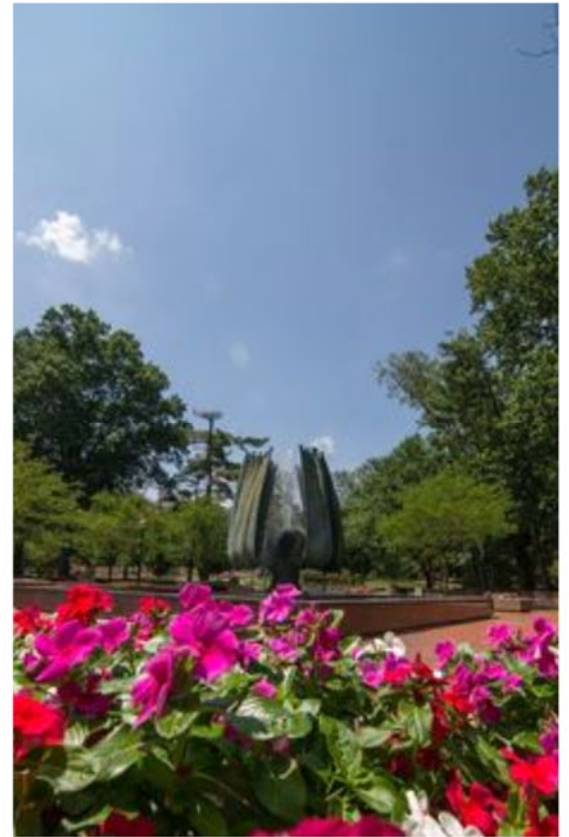


April 2017



## *Message from the Dean*

About 3 weeks ago, I sent you a document entitled “Strategic Commitments – Definitions and Indicators.” I know the document was discussed in at least a couple of program meetings. A big thanks to the program directors who did that! If you were not able to be in one of those discussions, please revisit the document (sent on March 21) and provide me with any comments you have. Within the next couple of weeks, I will be incorporating input and providing you with a new and improved document for your perusal. At that point, I will also be asking for faculty to work on the next part, the Action Steps. The conversations that have been shared with me so far have been meaningful and have indicated some very serious thought being given to these commitments. That’s good....because these are the overarching principles that we as a college are declaring that we believe are important. Thank you for your contributions to this effort, and be thinking about which of the commitments you would like to work on!



**The Dean’s Challenge**—I know many of you like good challenges and brain exercises. Here’s a chance to look over the CAEP standards (<http://caepnet.org/standards/introduction>) and the Strategic Commitments (as distributed earlier) and tie some elements together. The challenge is to take the Strategic Commitments document and identify the standards/sub standards that are reflected in the commitments. Not all of the commitments are necessarily reflected in the standards, and not all the standards are included in the commitments. Present your solution in writing to me within two weeks from the date this newsletter is published for a chance to win a prize! Good luck!

DEAN’S  
CHALLENGE  
2017



# Program Review with Feedback (PRwF)

By Ron Childress

Program review is an integral part of the CAEP accrediting process. Two program review options are available in the Partnership Agreement developed between CAEP and the West Virginia Board of Education (WVBOE). The primary option is to submit programs for review by their applicable Specialized Professional Association (SPA). Educator Preparation Providers (EPPs) must submit a SPA report for every program for which there is a SPA. Preparation and submission of these SPA reports is ongoing within the COEPD.

The second program review option, Program Review with Feedback (PRwF), is designed for programs with low enrollment or specialty areas without a corresponding SPA. CAEP released a “Technical Guide: CAEP Program Review with Feedback” on March 23, 2017. PRwF requires EPPs to provide program data as evidence they meet CAEP Standard 1 (Initial Level) or Standard A.1 (Advanced Level). The evidence provided by the EPP is submitted as a component of the Self-Study Report (SSR). PRwF requires no additional reports. Data/evidence must be disaggregated by specialty program or licensure area.

PRwF data/evidence included in the SSR is reviewed by the CAEP review team who then prepare a report for the EPP, WVBOE, WVHEPC, and CAEP. Unlike the SPA Review Process, PRwF does not lead to National Recognition of programs. At least three cycles of data must be presented and analyzed. Cycles of data must be sequential and be the latest available. EPP-created assessments that are used in programs reviewed under the PRwF option must be scored at the “Sufficient Level” as defined on the “CAEP Evaluation Framework for EPP-Created Assessments (January, 2017)”. EPPs must also demonstrate the quality of the data, including its reliability and validity (minimally content validity), in the context of the relevant CAEP standards. All evidence must be tagged to the specific CAEP standard and component.

A complete copy of the PRwF “Technical Guide” is available on the COEPD CAEP website.

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## Spring Calendar of Events

⇒ **Faculty workshop: “Improving Our Assessments”**

⇒ Friday, April 14, 2017: 10 AM in GC 116/JH 235

⇒ **AACC Meetings:**

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

⇒ April 12 & 26, May 10 & 24

⇒ **COEPD Undergraduate Sharing Day—April 25**



## CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity By Kandice Rowe

CAEP Standard 3 states: The provider demonstrates that the **quality of candidates** is a continuing and purposeful part of its responsibility from **recruitment**, at **admission**, through the **progression of courses and clinical experiences**, and to **decisions that completers are prepared to teach effectively** and are **recommended for certification**. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

**CAEP Standard 3 is comprised of six components:**

**3.1 = Recruitment** for academic ability and diversity

**3.2 = Admission** for academic ability/achievement (must be met)

**3.3 = Setting and investigating non-academic factors (decisions that completers are prepared to teach effectively)**

**3.4 = Monitoring the progression** of candidates

**3.5 = Employing high exit criteria (decisions that completers are prepared to teach effectively and recommended for certification)**

**3.6 = Developing understanding of professional/ethical aspects of teaching (recommended for certification)**

3.1 CAEP expects the admitted pool of teacher candidates reflect the diversity of America's P-12 students. The EPP should demonstrate the efforts to know and address community, state, national, regional or local needs for hard-to-staff schools and teaching shortage fields.

3.2 This component of Standard 3 is the most critical as it *must* be met in order to earn full accreditation. Our admission standards must indicate that candidates have high academic achievement and ability. CAEP requires the EPP to **set admissions criteria**, which includes both the state's minimum criteria and graduate school minimum criteria, whichever is highest, and gathers **data to monitor applicants and the selected pool of candidates**. The provider ensure the **average grade point average** of its **accepted cohort of candidates** meets or exceeds the CAEP minimum of 3.0 and the **group average performance on nationally normed ability/achievement assessments** such as ACT, SAT or GRE **is in the top 50% from 2016-2017**. If WV can meet the CAEP standards listed above, then the COEPD will be able to utilize those assessments until 2020.

The reviewers will be looking for:

Documentation that proves the average of each admitted cohort meets the 3.0 GPA requirement

Data that shows our admitted cohort's performance on a nationally normed text of academic ability is in the top 50%

Evidence that we have a "reliable, valid model" in which we use the admissions criteria different from those specified in 3.2 that result in positive correlation with measure of P-12 student learning.

3.3 Component 3.3 deals with selectivity factors, other than grade point average and test scores, that demonstrate what EPPs should be looking for during the admission process that will result in selecting high quality candidates. CAEP states each EPP must establish and monitor attributes and dispositions beyond academic ability.

3.4 CAEP requires EPPs to monitor their candidates' progression through their program. Component 3.4 discusses the requirement of the provider to **create criteria for program progression** and **monitor** candidates' advancement from admission **through completion**. All candidates must be able to **demonstrate content knowledge, pedagogical content knowledge, pedagogical skills** and the **integration of technology**. Additionally, EPPs must be able to process forms of evidence to validate the data.

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached **a high standard for content knowledge** in the field(s) where certification is sought and **can teach effectively** with **positive impacts on P-12 student learning** and development.

3.6 Before the provider recommends any completing candidate for license or certification it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice and relevant laws and policies.

For an EPP to successfully complete CAEP Standard 3 they must demonstrate the quality of their candidates. Beginning with recruitment, progressing through the courses and clinical experiences, and ending with recommendation for certification, EPPs should establish as their priority the development of candidate quality in all phases of the program.

Six of us (Ron Childress, Sandra Stroebel, Sissy Isaacs, Paula Lucas, Kandice Rowe and Chuck Bethel) from the COEPD attended the Spring 2017 CAEP CON in St. Louis, Missouri from March 22-24. No, we didn't get to go up in the Arch, it was closed for maintenance, and the St. Louis Cardinals Baseball season had not started yet. So, what else was there to do you

ask? Well, there was a pre-conference workshop on "Assessment Acclamation: Improvement Together," that Paula, Kandice and Chuck attended, and a pre-conference on "The CAEP Selected Improvement Self-Study Report: A Workshop Exclusively for EPPs with a Scheduled Site Visit through Fall 2018," that Ron, Sandra and Sissy attended. The pre-conference on assessment was a very practical workshop on how to evaluate rubrics in order to ensure that they are meeting the CAEP sufficient level for instruments and data for EPP Assessments. In fact, the next CAEP Faculty Workshop that will be held on April 14<sup>th</sup> is going to cover much of the material learned at this session. The other pre-conference workshop dealt with preparing our college for our fall 2018 site visit, looking at the process to gather and organize evidence to make a case that we are meeting the CAEP Standards.

Many other workshops dealing with both initial and advanced programs were attended, and a lot of valuable information was gleaned and is being used in our ongoing preparation for completing our CAEP Self Study and upcoming visit. There was also some valuable collaboration with other colleagues from other colleges and universities who are going through the same process. In addition, there were many updates with regard to some of CAEP's policies and procedures. So, it wasn't maybe as fun as going up in the Arch, but we did come away with a lot of useful information and some valuable resources. In fact, you might be interested in some of the following material. Please review some of the links below as you consider some of the CAEP activities you are involved in.

#### **CAEP's Assessment Eval. Framework for EPP-Created Assessments Used in Accreditation: What's New?**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/  
NewEvaluationTool\\_Session\\_FINAL.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/NewEvaluationTool_Session_FINAL.pdf?la=en)

#### **Strategies for Writing the Self-Study Report: Selected Improvement**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/  
CAEPCon\\_SIWritingWorkshop.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/CAEPCon_SIWritingWorkshop.pdf?la=en)

#### **Improving Teacher Candidate Quality through High Impact Clinical Partnerships and Practices**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/Improving%  
20Teacher%20Candidate%20Quality%20through%20High%20Impact%20Clinical%20Partnerships%20and%  
20Prac.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/Improving%20Teacher%20Candidate%20Quality%20through%20High%20Impact%20Clinical%20Partnerships%20and%20Prac.pdf?la=en)

#### **Strategies for Addressing Challenging CAEP Standard Components 3.2, 4.1, and 5.2 for Initial Licensure Programs**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/Strategies%20for%  
20Addressing%20Challenging%20CAEP%20Standard.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/Strategies%20for%20Addressing%20Challenging%20CAEP%20Standard.pdf?la=en)

#### **Innovative Clinical Apprenticeship for Preparation of Teachers: A Mutually Beneficial and Successful Clinical Partnership**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/  
CAEPInnovativeclinicalapprenticeshipforpreparationpetrilli2017edit.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/CAEPInnovativeclinicalapprenticeshipforpreparationpetrilli2017edit.pdf?la=en)

#### **Improving the Practices of Tchr. Candidates and Tchr. Educators through the Use of Video-Case Analysis**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/  
ImprovingthePracticesofTeacherCandidatesBOVIBarronPENDINGAPPROVAL.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/ImprovingthePracticesofTeacherCandidatesBOVIBarronPENDINGAPPROVAL.pdf?la=en)

#### **Data Rich but Information Poor: How to Revise Your Assessments to Improve Your Program.**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/  
Data\\_Rich\\_but\\_Information\\_Poor\\_Wade.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/Data_Rich_but_Information_Poor_Wade.pdf?la=en)

#### **Using a Teacher-Designed Competency Map to Provide Student Teachers High-Quality Feedback**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/HSG%20CAEP%  
20Presentation%20FINAL.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/HSG%20CAEP%20Presentation%20FINAL.pdf?la=en)

#### **Using Surveys to Address CAEP Standard 4: Program Impact**

[http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/  
Using\\_Surveys\\_to\\_Address\\_StandardStanley.pdf?la=en](http://www.caepnet.org/~media/Files/Spring%202017%20CAEPCON/Presentations/Using_Surveys_to_Address_StandardStanley.pdf?la=en)