


CAEP Standard 1: Its language, suggested evidence, and questions to address


Webinar for EPPs
Tuesday, February 23rd
(5:00 pm EST)

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Webinar Basics

- Please MUTE your phones.
- Remember to unmute when you want to talk.
- To ask a question during the presentation use the CHAT or unmute yourself when I open it up to questions.
- The recording of the webinar and PowerPoint will be posted on YouTube by March 1st.

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Goal and Objectives

- **Goal:** To provide updated information on addressing Standard 1 and its components in the CAEP self-study.
- **Objectives:** Participants will be able to (PWBAT):
 - Identify the key points of Standard 1 and its components,
 - List the kinds of evidence that CAEP recommends for each of the components for Standard 1, and
 - Describe how the standard and its components will be evaluated by CAEP reviewers.

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Standard 1: Key points in the language of the standard

- 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**.


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Components of Standard 1: In Brief and In Relationship to the Standard

- 1.1 **Deep understanding** of: the learner and learning; content; instructional practice; and professional responsibility.
- 1.2 **Using discipline specific practices** in: research and evidence and use both to measure their P-12 students' progress and their own professional practice.
- 1.3 **Using discipline specific practices to:** apply content and pedagogical knowledge from outcome assessments in response to standards.
- 1.4 **Attainment of College-and Career Ready Standards** that demonstrate skills and commitment that advance the learning of all P-12 students. (Cross-cutting theme of diversity)
- 1.5 **Using discipline specific practices to** model and apply technology standards to engage students and improve learning; and enrich professional practice. (Cross-cutting theme of technology)

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Feedback and Question Pause




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Component 1.1: Key language

1.1 Candidates **demonstrate** an understanding of the 10 InTASC standards at the **appropriate progression level(s)** in the following categories: the **learner and learning; content; instructional practice; and professional responsibility.**


So, think: What evidence do I have that would demonstrate proficiency as a beginning teacher in these four InTASC areas ?



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Component 1.1: What evidence will site visitors look for?


- **Content Knowledge disaggregated by program from:**
 - State licensure test(s)
 - Conclusions from one of the 3 program review options
 - *Ability to apply* both content knowledge and content pedagogical knowledge in instructional situations
 - » from observation instrument(s),
 - » work samples,
 - » unit plans, etc.
 - » EdTPA or PPAT
 - » Portfolios
 - » Video clips



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Component 1.1: Data chart conventions

- Evidence is provided directly informing on candidate proficiency for each of the four InTASC categories
- Data are **disaggregated by licensure area/program**
- **At least one comparison point is available for analysis**
- Data charts are clearly labeled



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Sample chart:

2014-2015 Candidate Proficiency Data on InTASC Categories from Clinical Observation Instrument: Disaggregated by Program/Licensure Area

Informs each InTASC category
↓

Provides a comparison point
↓

Disaggregated by licensure area/program
↓

InTASC	Observation Item	EPP Mean			Elementary Education (1-6)			English Education (7-12)		
		Spr-2014	Fall-2014	Spr-2015	Spr-2014	Fall-2014	Spr-2015	Spr-2014	Fall-2014	Spr-2015
Learner and learning	Develops learning experiences appropriate for the grade level and connected to standards	N = 140 M = 3.2	N = 143 M = 3.4	N = 126 M = 3.4	N = 133 M = 3.1	N = 126 M = 3.6	N = 115 M = 3.2	N = 16 M = 3.3	N = 17 M = 3.2	N = 11 M = 3.6
Instructional practice	Uses discussion strategies to promote high level thinking	N = 149 M = 3.1	N = 143 M = 3.4	N = 126 M = 3.5	N = 133 M = 2.9	N = 126 M = 3.2	N = 115 M = 3.7	N = 16 M = 3.3	N = 17 M = 3.6	N = 11 M = 3.5
Professional responsibility	Participates in professional development	N = 140 M = 2.9	N = 143 M = 3.2	N = 126 M = 3.4	N = 133 M = 3.1	N = 126 M = 3.0	N = 115 M = 3.6	N = 16 M = 2.7	N = 17 M = 3.4	N = 11 M = 3.2

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All Components in Standard 1: Data chart conventions

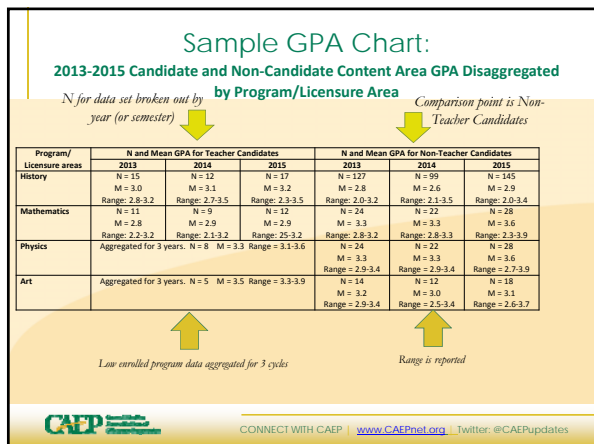
- Include the “N” for the data set broken out by year or semester
 - Low enrollment programs (under 10 graduates over three years) can aggregate data by licensure area for three cycles
 - Data requirement is for **three cycles** of data
 - Cycle is one independent collection of data using the assessment
 - » Could be as long as three years (e.g., small programs that offer a course or clinical experience just once a year)
 - » Some data are required for a three year period (state licensure test scores)
 - » Could be as short as three semesters (courses or clinical experiences offered each semester)

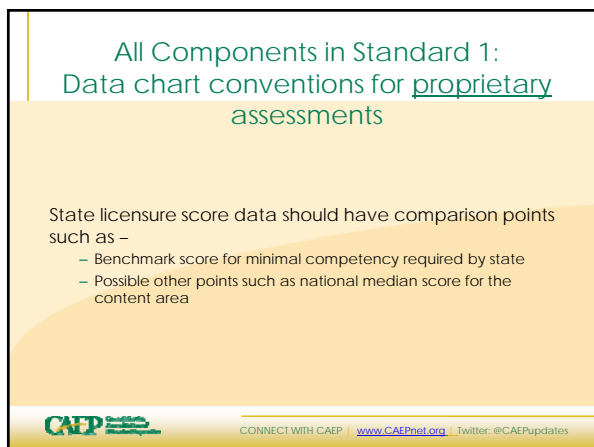
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All Components in Standard 1: Data chart conventions

- Data comparison points
 - If grades are used as evidence of content knowledge, the mean for the class should be reported along with the mean for education majors in the same class.
 - If the data chart reports a mean score, range should also be reported
 - If the data chart is reporting a percentage, the percentage should be reported for each level

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Academic Years	Number of Students	Qualifying Score	Mean	National Median	Range EPP	% of Candidates Passing
Early Childhood						
2011-2012	N = 30	160	172	177	152-188	100%
2012-2013	N = 31	160	159	176	158-172	100%
2013-2014	N = 31	160	168	176	152-183	100%
Elementary Education (Sub-test listed below)						
Reading and Language Arts						
2011-2012	N = 22	157	165	No data	153-178	100%
2012-2013	N = 27	157	162	No data	151-172	100%
2013-2014	N = 25	157	162	No data	150-170	100%
Mathematics						
2011-2012	N = 22	157	165	No data	153-171	100%
2012-2013	N = 27	157	162	No data	151-170	100%
2013-2014	N = 25	157	158	No data	150-162	100%
Social Studies						
2011-2012	N = 22	155	158	No data	140-163	100%
2012-2013	N = 27	155	157	No data	150-162	100%
2013-2014	N = 25	155	159	No data	146-169	100%
Science						
2011-2012	N = 22	159	161	No data	149-168	100%
2012-2013	N = 27	159	164	No data	151-170	100%
2013-2014	N = 25	159	163	No data	155-169	100%


State's minimum passing score National comparison Range of actual EPP candidates' scores


What will reviewers ask about the evidence for **each** component of Standard 1?

- Do the data measure what is intended to be measured?
- Do data measure the preponderance of what is specified in the component? (Only the **items specific to the component** are cited as evidence)
- Are EPP-created assessments evaluated at the adequate expectation or above? (See CAEP's Assessment Rubric categories and **sufficient** column for meeting expectations)
- Does an audit check of the data indicate that data are accurately recorded/reported?
- Are data chart conventions used?
- Is data disaggregated for program/licensure areas?

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Feedback and Question Pause




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Component 1.2: Key language


1.2 Providers ensure that candidates **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.

So, think: What evidence do I have that would demonstrate using research and assessment (evidence) for student and professional learning?


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Component 1.2: What evidence will the site visitors look for?

- Evidence specific to candidates' **use** of research and student assessment evidence
 - Work sample
 - Lesson or unit plans
 - Clinical observation instruments
 - edTPA or PPAT

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Component 1.3: Key language

1.3 Providers ensure that candidates **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).

So, think: what evidence do I have that would demonstrate the application of content and Pedagogical content knowledge in response to other professional standards?

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Component 1.3: What evidence will the site visitors look for?

- Evidence specific to **application** of content (CK) and content pedagogical knowledge (PCK)
 - States can add specific requirements to this component
 - For example, specific list of required courses
 - Make sure the evidence is congruent with the application of CK and PCK
- Types of possible evidence
 - SPA reports or state review of program-specific data
 - Clinical observation instrument
 - Work Sample
 - Lesson and unit plans
 - edTPA or PPAT


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What are reviewers looking for in Component 1.3 (beyond questions on slide 16)?

- Questions specific to state, SPA or Feedback option are answered with specific references to those reports or data

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Component 1.4: Key language

1.4 Providers **ensure** that candidates **demonstrate skills and commitment** that afford **all P-12 students access** to rigorous College- and Career-Ready Standards (CCRS, such as Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).


So, think: what evidence do I have that would demonstrate skills in teaching to CCRS and commitment to access for all students ?



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Component 1.4: What evidence will the site visitors look for?


- Evidence specific to college- and career-readiness
 - Plans, assignments, or observational data demonstrate candidates' skills for –
 - Deep content knowledge in CCRS
 - Eliciting P-12 student **application** of their knowledge to solve problems and think critically
 - Cross-discipline teaching
 - Differentiation of instruction
 - Ability to identify and interpret assessments to match P-12 college and career readiness goals/objectives
- Evidence (in general) that candidates are prepared to **teach diverse** P-12 students **effectively** through **differentiated instruction** using multiple strategies and **use of data** in instructional decision-making



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Component 1.4: What evidence will the site visitors look for?


- Plans accepted as evidence through 2017
 - Curriculum changes to include teaching to CCRS
 - Documentation of specific inclusion in coursework or key assignments of knowledge and teaching to CCRS
- Plans, assessments or observation proficiencies are identified that are specific to college and career ready teaching that candidates:
 - demonstrate deep content knowledge
 - require students to apply knowledge to solve problems and think critically in subject area
 - demonstrate the ability to differentiate instruction for students with at least two different needs (e.g., ELA, urban/rural disadvantage, low or high-performing)
 - participate in mentored clinical experiences in which CCRS attributes are the foundation for instruction



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Component 1.5: Key language


1.5 Providers **ensure** that candidates **model and apply technology standards** as they design, implement and assess learning experiences **to engage** students and **improve learning**; and **enrich professional practice**.

So, think: what evidence do I have that would demonstrate modeling and application of technology skills to enhance learning for students and self?


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Component 1.5: What evidence will the site visitors look for?

- Candidates demonstrate facility to employ technology in design, implementation, and assessment of learning experiences to engage students
- Evidence specific to technology in which at least three of the four categories listed below are assessed
 - Accessing databases, digital media, and tools to improve P-12 learning
 - Knowing why and how to help P-12 students to access and assess quality digital content
 - Ability to design and facilitate digital learning, mentoring and collaboration including the use of social networks
 - Use of technology to track, share, and evaluate student learning

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Standard 1: Key points in the language of the standard

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Making the Case for Standard 1

- Information is provided from several sources and provides evidence of candidate proficiencies in content knowledge and pedagogical skills.
- Grades, scores, pass rates and other data are analyzed.
- Differences and similarities across licensure areas, comparisons over time, and demographical data are examined.
- Appropriate interpretations and conclusions are reached.
- Trends or patterns are identified that suggest need for preparation modification.
- Based on the analysis of data, there are planned or completed actions for change that are described.

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When might Areas for Improvement (AFIs) be assigned?

- Licensure test scores are not in the upper half of national median/average field by field (ETS Praxis) OR in upper half of state median/average field by field (Pearson)
- One or more of the 4 InTASC categories are not informed by EPP evidence, or there is not disaggregated data for more than 20% of the candidates
- Only state licensure tests are provided as evidence
- There is no significant analysis of data
- Interpretations of evidence are not well-grounded in evidence provided
- EPP-created instruments have significant deficiencies
- Site visitors report inaccuracies in reporting data

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When might a stipulation be assigned?

- Data not disaggregated by licensure/ program areas
- No plan or evidence on CCRS levels of instruction
- No evidence of internal consideration of the data for improvement purposes
- No steps to ensure data quality
- No efforts to ensure validity


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How might Standard 1 be found unmet?

- Data are NOT disaggregated by licensure area(s)/program(s)
- Average performance of the completing cohort is in the bottom quarter of licensure tests
 - There is no plan for raising scores in the coming years
- EPP instruments are preponderantly rated low
 - There is no plan to upgrade or validate instruments
- There are 2 or more stipulations in the areas noted on the previous slide
 - Data not disaggregated by licensure/ program areas
 - No plan or evidence on CCRS levels of instruction
 - No evidence of internal consideration of the data for improvement purposes
 - No steps to ensure data quality
 - No efforts to ensure validity

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Final Feedback and Question Pause



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Sign-ups and Look-Fors

- Sign up for the weekly CAEP updates by emailing Zachary.Everett@caepnet.org
- Nominate yourself to be a site visitor, an assessment reviewer, or a CAEP committee member at <http://caepnet.org/working-together/volunteers/apply-to-volunteer>
- Look for updates of guidance documents on the CAEP website under accreditation/accreditation resources.

Go to CAEP's youtube channel, where you can access this and previous webinars:
<https://www.youtube.com/user/CAEPnet>

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Next steps

- Feedback survey sent via email by March 1st
- Webinars in February, March, April and May will walk through each of the CAEP standards in turn.

Dates and Times	Go-To-Meeting links, phone and access code	Topic
Thurs. February 25 5pm EST	https://global.gotomeeting.com/join/725587069 Phone = 877-309-2070 Access Code = 725-587-069	Standard 2 and its evidence
Tues. March 29 5pm EST	https://global.gotomeeting.com/join/540099997 Phone = 877-309-2073 Access Code = 540-099-997	Standard 3 and its evidence
Mon. April 26 5pm EST	https://global.gotomeeting.com/join/526875645 Phone = 1 866 899 4679 Access Code = 526-875-645	Standard 4 and its evidence
Thurs. May 26 5pm EST	https://global.gotomeeting.com/join/562953453 Phone = 1 866 899 4679 Access Code = 562-953-453	Standard 5 and its evidence



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