

CAEP CON

CONFERENCE PROGRAM

DENVER, COLORADO | MARCH 18-21, 2019

TABLE OF CONTENTS

WIFI

CONNECT TO THE INTERNET

Network: Sheraton-MeetingRoom

Password: CAEPCon19

PHONE APP

NAVIGATE CAEPCON BY MOBILE OR WEB

With the CAEPCon app, you can opt to receive conference materials and alerts, create your own schedule, chat with other attendees, and more.

Registered attendees will receive instructions on how to access the app via an EventMobi email. Onsite registrants will receive instructions at the registration desk.

JOIN THE CONVERSATION

Follow us on Twitter

@caepupdates - and be sure to include #CAEPCon to share your experiences!



GENERAL INFORMATION

Floor Plan: Plaza Bldg. Concourse Level.....	2
Floor Plan: Tower Bldg. Majestic Level.....	3
Schedule at a Glance.....	5
Acknowledgements.....	19

PRECON ORIENTATION

MONDAY, MARCH 18

Novice Level.....	6
Standards for Advanced-Level.....	6
Experienced Level.....	6
Program Review.....	6

MAIN PROGRAMMING

TUESDAY, MARCH 19

Welcome/Opening Session.....	8
Block 1 // 10:15AM - 11:15AM.....	8
Block 2 // 11:30AM - 12:30PM.....	9
Block 3 // 2PM - 3PM.....	11
Block 4 // 3:15PM - 4:15PM.....	13
Block 5 // 4:30PM - 5:30PM.....	14

MAIN PROGRAMMING

WEDNESDAY, MARCH 20

Block 6 // 8:15AM - 9:30AM.....	18
Block 7 // 9:45AM - 11AM.....	20
Block 8 // 11:15AM - 12:15PM.....	21

POSTCON

WEDNESDAY, MARCH 20

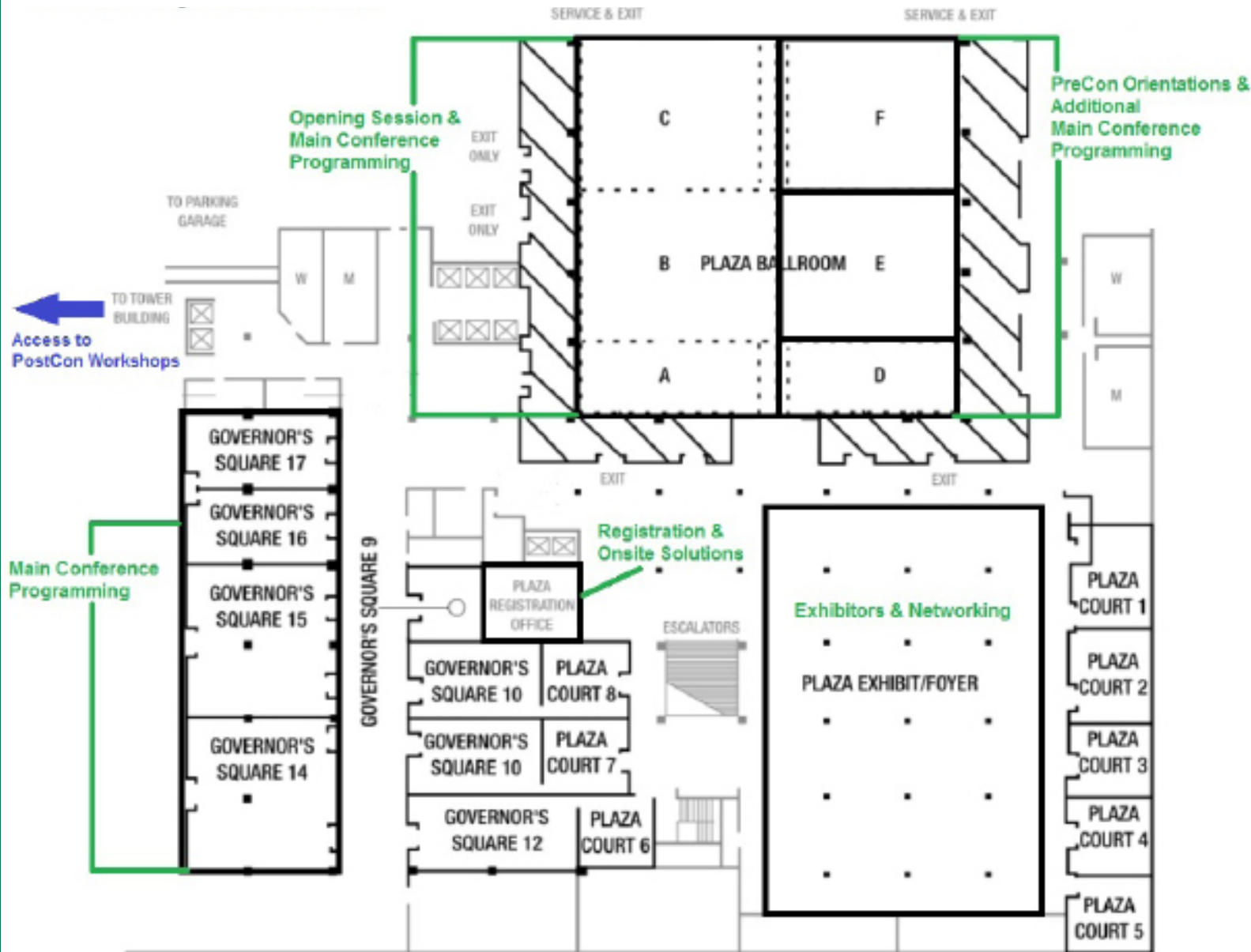
Workshop 1: Part 1.....	23
Workshop 2: Part 1.....	23

THURSDAY, MARCH 21

Workshop 1: Part 2.....	23
Workshop 2: Part 2.....	23

FLOOR PLAN

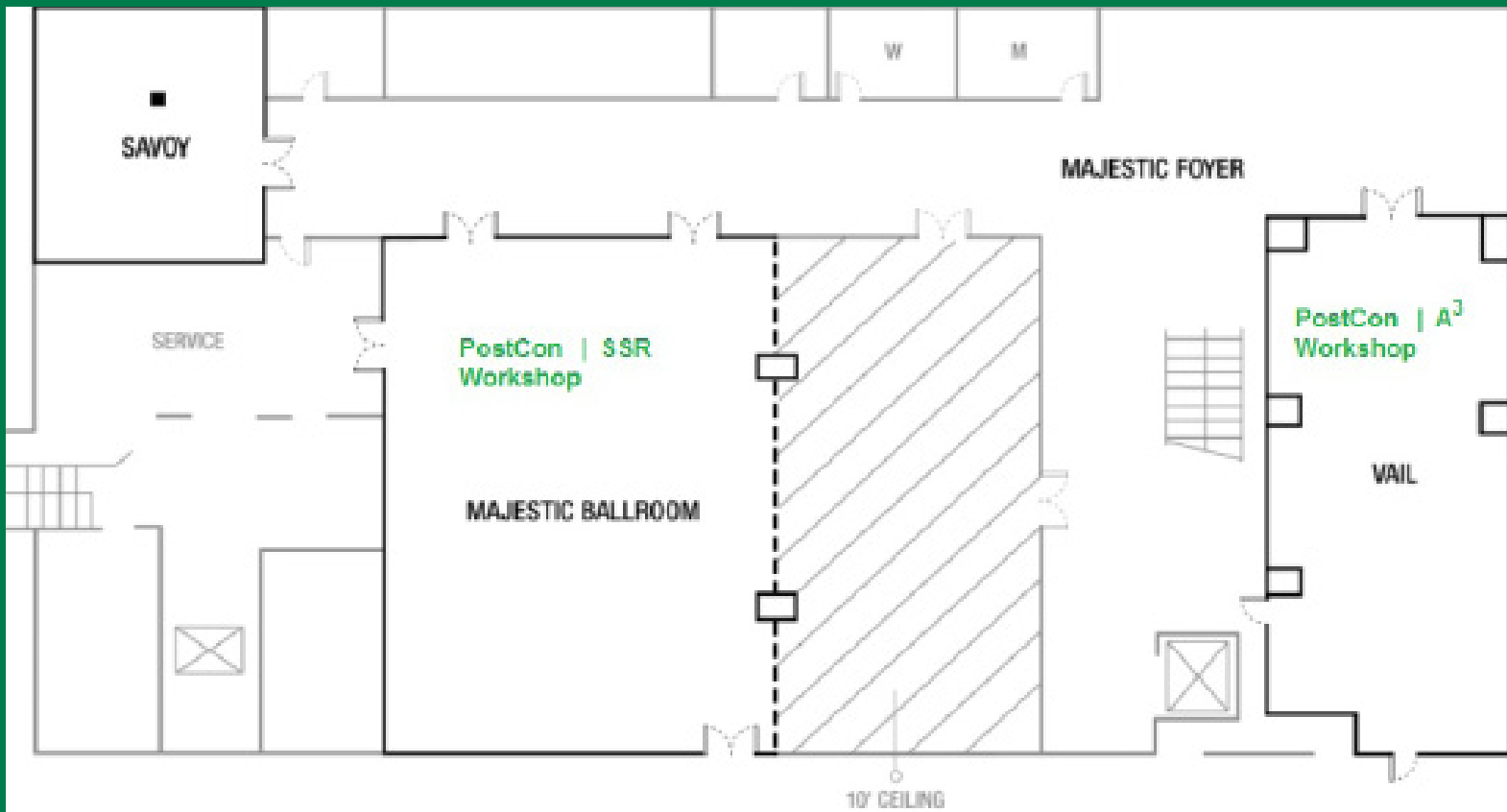
PLAZA BUILDING CONCOURSE LEVEL



FLOOR PLAN

TOWER BUILDING MAJESTIC LEVEL

PostCon Workshops will take place on this level.



DIVERSE PERSPECTIVES

HEAR MULTIPLE VIEWPOINTS AT EACH SESSION

CAEP is putting a greater emphasis on providing a variety of perspectives at the spring conference. To do so, the majority of this CAEPCon’s sessions will include a mix of presenters from the following categories:



CAEP Staff Member - describing the standard or component



Accreditation Councilor - responding with final decisions on the particular standard or component



Lead Site Visitor or Educator Preparation Provider - sharing success stories and lessons learned



Look for these icons next to presenters’ names to see what kinds of viewpoints will be at your next session.

RESOURCE CENTER MEET CAEP STAFF

Here, attendees can browse through informational posters, meet CAEP staff, and learn more about the conference and accreditation.

The Resource Center is located on the Plaza Exhibit/ Foyer level. Here, you will find poster presentations on a variety of common topics.

Tuesday, March 19
10AM - 5:30PM

Wednesday, March 20
8:15AM - 5:30PM

CAEP CAFE TAKE A BREAK

Need to take a break between sessions? Stop by the CAEP Cafe. Grab a cup of coffee (while supplies last), charge your phone or laptop, or hang out with CAEP staff.

Tuesday, March 19
10AM - 5:30PM

Wednesday, March 20
8:15AM - 5:30PM

SCHEDULE AT A GLANCE

MONDAY, MARCH 18

11AM - 6PM	Check-In & Onsite Registration
2PM - 3PM	PreCon Orientation Session - Novice Level
2PM - 6PM	PreCon Orientation Session - Standards for Advanced Level Programs
3:30PM - 4:30PM	PreCon Orientation Session - Experienced Level
5PM - 6PM	PreCon Orientation Session - Program Review

TUESDAY, MARCH 19

7AM - 8:30AM	Continental Breakfast
7AM - 5:30PM	Check-In & Onsite Registration
7AM - 5:30PM	Exhibits Open
7:15AM - 8:15AM	Exhibitor Sessions
8:45AM - 10AM	CAEPCon Welcome Session
10AM - 5:30PM	CAEP Resource Center
10:15AM - 11:15AM	CAEPCon Session Block 1
11:30AM - 12:30PM	CAEPCon Session Block 2
12:30PM - 2PM	Break for Lunch
12:45PM - 1:45PM	Exhibitor Sessions
2PM - 3PM	CAEPCon Session Block 3
3:15PM - 4:15PM	CAEPCon Session Block 4
4:30PM - 5:30PM	CAEPCon Session Block 5
5:30PM - 6:30PM	Networking Reception

WEDNESDAY, MARCH 20

7AM - 8:30AM	Continental Breakfast
7AM - 12PM	Check-In & Onsite Registration
7AM - 12PM	Exhibits Open
7:15AM - 8:15AM	Exhibitor Sessions
8:15AM - 5:30PM	CAEP Resource Center
8:15AM - 9:30AM	CAEPCon Session Block 6 (75 min.)
9:45AM - 11AM	CAEPCon Session Block 7 (75 min.)
11:15AM - 12:15PM	CAEPCon Session Block 8
12:15PM	CAEPCon Adjourns

POSTCON WORKSHOPS

Additional Registration Required

1PM - 2PM	PostCon Information Desk
2PM - 5:30PM	PostCon Workshops: Part 1

THURSDAY, MARCH 21

7:30AM - 8:30AM	Continental Breakfast
7:30AM - 12PM	PostCon Information Desk
8:30AM - 12PM	PostCon Workshops: Part 2
12PM	PostCon Adjourns

PRECON ORIENTATION

MONDAY, MARCH 18

Pre-conference sessions are designed to aid attendees in navigating CAEPCon. These free, optional presentations aim to guide attendees toward content best suited for wherever they are on their accreditation journey. Also of note, rather than running concurrently, some of these sessions are staggered to allow for attendance to multiple PreCons.

PRECON: NOVICE

2PM - 3PM // **PLAZA BALLROOM F**

This PreCon session is perfect for anyone with little or no knowledge of the overall accreditation process. The session will give participants guidance on what to anticipate on the 'Novice Track.' Participants will get a basic understanding of the concepts behind each standard and associated components, and general guidelines on how to meet standards.

C

Sally Ingles, Ph.D.
CAEP

PRECON: STANDARDS FOR ADVANCED-LEVEL PROGRAMS

2PM - 6PM // **PLAZA BALLROOM E**

This PreCon is geared towards EPP faculty and/or accreditation coordinators. The session offers an overview of the Standards for Advanced-Level Programs (A1-A4), and how to prepare EPP faculty for their upcoming site visit.

C

Gary Railsback, Ph.D.
CAEP

C

Malina Monaco, Ph.D.
North Carolina State University

PRECON: EXPERIENCED

3:30PM - 4:30PM // **PLAZA BALLROOM F**

This PreCon session is suited for anyone with some prior CAEP knowledge who is looking to deepen their understanding of the accreditation process. This orientation will outline what to anticipate on the 'Experienced Track,' such as focusing in on evidence sufficiency criteria, to demonstrate concepts of the standards and components.

C

Sally Ingles, Ph.D.
CAEP

PRECON: PROGRAM REVIEW

5PM - 6PM // **PLAZA BALLROOM F**

This PreCon session is suited for anyone looking to deepen their understanding of the accreditation process. Participants will gain a basic understanding of the scope of CAEP Accreditation and program review, available program review options, purpose of conducting program-level review, and the state's role in selecting program review options.

C

Sally Ingles, Ph.D.
CAEP

C

Banhi Bhattacharya, Ph.D.
CAEP



Measuring the Power of Learning®



Every Child Deserves a Qualified Teacher

ETS, the creator of the
Praxis® Core tests, is proud
to sponsor CAEP.

ETS®
**Professional
Educator**
PROGRAMS

Knowledge • Performance • Professional Learning

www.ets.org

TUESDAY, MARCH 19

8:45AM - 10AM

CONTINENTAL BREAKFAST

Offered in the Plaza Exhibit/Foyer area!

8:45AM - 10AM

WELCOME SESSION & KEYNOTE

PLAZA BALLROOM A/B/C

After a brief introduction by CAEP Accreditation Director Vince O'Neill, President Chris Koch will take the stage, joined by Dr. Kim Boyd, Dean of the College of Education at Oral Roberts University and an Accreditation Councilor. Together, they will welcome attendees on behalf of CAEP, and introduce a panel of major movers and shakers of the educator preparation profession. Panelists and presenters are listed to the right.

10:15AM - 11:15AM **BLOCK 1**

CAEP 101 **PLAZA BALLROOM F**

This introductory workshop is designed to provide an overview of the seven year CAEP accreditation cycle. The cycle starts with the Self-Study and Program Review and moves through the site visit and the final decision, made by the Accreditation Council.

WHAT IS THE PHASE-IN PROCESS?

WHAT IS A PLAN? **PLAZA BALLROOM E**

This workshop describes the Phase-In Process and timeline for plans included in the CAEP Handbooks. The timeline was extended in December 2017 to accommodate new components not previously addressed by legacy accreditors. It is recommended to bring a copy of the 2018 Initial-Licensure Level Handbook (Appendix B & C) and Advanced-Level Handbook 2017 (Appendix B & C) to the session. An electronic copy will also be available on the conference app.

ASSURING QUALITY, INTEGRITY, & CREDIBILITY: THE ROLE OF CAEP'S BOARD OF DIRECTORS

PLAZA BALLROOM D

The Board of Directors is one of three governing bodies of CAEP. The Board of Directors has fiduciary responsibility for the organization and oversees CAEP's strategic plan, adopts and revises standards, appoints the Chair of the Accreditation Council, approves Accreditation Policy, and monitors the implementation of policy by CAEP staff. Join CAEP's president and three boardmembers for a lively discussion on the role of accreditation in teacher preparation and how the Board assures the quality, integrity, and credibility of the accreditation process.

C

Vince O'Neill, Ed.D.
CAEP

C

Chris Koch, Ed.D.
CAEP President

AC

Kim Boyd, Ed.D.
Oral Roberts University

B

Karen Symms Gallagher
University of Southern California

Deb Eldridge
Western Governors University

Diana Lys, Ed.D.
University of North Carolina at Chapel Hill

Stephanie Henry, Ph.D.
Bethune-Cookman

Bill Estes, Ph.D.
Lee University

C

Bradley Duncan
CAEP

C

Gary Railsback, Ph.D.
CAEP

C

Chris Koch, Ed.D.
CAEP

B

Karen Symms Gallagher, Ph.D.
University of Southern California

B

Penney L. McRoy
Georgia Professional Standards Commission

B

Maria del Carmen Salazar, Ph.D.
University of Denver

TUESDAY, MARCH 19

10:15AM - 11:15AM **BLOCK 1**

USING ALIGNED CLINICAL ASSESSMENTS TO MEASURE CANDIDATE GROWTH - A LONGITUDINAL ANALYSIS **GOVERNOR'S SQUARE 14**

Presenters will share an aligned formative-summative assessment design used to monitor candidate growth on the InTASC standards from the pre-student teaching to the student teaching clinical experiences. This design provides evidence of candidate longitudinal growth and data to inform decisions to improve overall candidate preparation. The EPP will share how all stakeholders were involved in the assessment design and implementation.

11:30AM - 12:30PM **BLOCK 2**

STANDARD 1: CONTENT & PEDAGOGICAL KNOWLEDGE - EXPERIENCED

PLAZA BALLROOM A/B/C

This session will provide in-depth examples for experienced CAEP attendees of how EPPs have met Standard 1 at the initial-licensure level. The EPP ensures the importance of content knowledge and pedagogy to meet the components of Standard 1. Examples will be provided from previous CAEP site visits illustrating how EPPs met Standard 1 using SPA, State, or Program Review data.

STANDARD 1: CONTENT & PEDAGOGICAL KNOWLEDGE - NOVICE **PLAZA BALLROOM F**

This session will provide in-depth examples for novice CAEP attendees of how EPPs have met Standard 1 at the initial-licensure level. The EPP ensures the importance of content knowledge and pedagogy to meet the components of Standard 1. Examples will be provided from previous CAEP site visits illustrating how EPPs met Standard 1 using SPA, State, or Program Review data.

WHAT HAS CAEP LEARNED FROM THE FIRST 200 SITE VISITS? **PLAZA BALLROOM E**

CAEP has now completed over 200 site visits using the CAEP Standards and can now provide examples of the results of those site visits. The session builds upon information shared in the previous Accreditation Council Session and provides an overview of Areas for Improvement (AFIs), Stipulations, final decisions, and summaries of the visits from this experienced panel of Accreditation Councilors.

E

Joan Brewer, Ph.D.
Emporia State University

C

Sally Ingles, Ph.D.
CAEP

LSV

Jon Margerum-Leys, Ph.D.
Oakland University

AC

Kim Walters-Parker, Ph.D.
CAEP Board

LSV

Dustin Hebert, Ph.D.
*Northwestern State University
of Louisiana*

AC

Janet Stramel, Ph.D.
Fort Hays State University

C

Gary Railsback, Ph.D.
CAEP

TUESDAY, MARCH 19

11:30AM - 12:30PM **BLOCK 2**

VOLUNTEERING FOR CAEP

GOVERNOR'S SQUARE 14

Interested in learning more about CAEP? Want to share your expertise? Join this session to learn how to become a volunteer in roles such as site visitor, program reviewer, or Accreditation Councilor.

FOSTERING EQUITY & DIVERSITY THROUGH TEACHER PREPARATION AND ACCREDITATION **PLAZA BALLROOM D**

This session will present the Framework for Equitable and Excellent Teaching (FEET) and demonstrate how this teacher evaluation model is integrated into a teacher education program to support equity and excellence across the five CAEP standards. The FEET is aligned with the InTASC Standards and Learning Progressions and meets CAEP requirements for Standard 1 and the cross-cutting theme of equity and diversity.

ASSESSING CANDIDATE DISPOSITIONS: STRATEGIES FOR COLLABORATIVE INSTRUMENT DEVELOPMENT **GOVERNOR'S SQUARE 15**

This session will demonstrate strategies that participants can use to improve data quality and data use through engaging in instrument development processes. Specifically, we will demonstrate how we used the CAEP Evaluation Framework for EPP-Created Assessments as a guide to develop and implement a dispositions assessment that generates high-quality, meaningful, and actionable data for teacher candidates and program faculty. Implementing these types of instrument development processes can help EPPs collect data that are more consistent, accurate, and actionable

C

Bradley Duncan
CAEP

C

Alexis Neal
CAEP

B

Maria del Carmen Salazar, Ph.D.
University of Denver

E

Aileen Reid, Ph.D.,
*University of North Carolina
Greensboro*

E

Kristen Smith, Ph.D.
*University of North Carolina
Greensboro*

12:30PM - 2PM

LUNCH BREAK

Need a recommendation for a good lunch spot? Reach out to a CAEP staff member for suggestions!

TUESDAY, MARCH 19

12:45PM - 1:45PM

EXHIBITOR SESSION

EXPANDING THE TEACHER PIPELINE: IMPORTANCE OF CORE ACADEMIC SKILLS FOR EDUCATOR CANDIDATES **GOVERNOR'S SQUARE 15**

Every child deserves a qualified teacher. What concrete steps can we take to ensure broadly educated, diverse, and well qualified teacher candidates enter our profession? How can we expand the teacher pipeline? Learn about ETS's work to address these concerns at our session, Expanding the Teacher Pipeline: Importance of Core Academic Skills for Educator Candidates, presented by Principle Research Project Manager, Clyde Reese.



Measuring the Power of Learning.®

Clyde Reese
ETS

EXHIBITOR SESSION

ACCREDITATION SUPPORT: HOW NATIONALLY- VALIDATED SURVEYS & BENCHMARKING SUPPORT ACCREDITATION EFFORTS **GOVERNOR'S SQUARE 14**

A vital component of CAEP accreditation is the need for reliable and valid data to demonstrate continuous program improvement, as well as satisfaction of both completers and employers. In this session, Kimberly Paulsen, EdD, of Vanderbilt University will discuss how their program utilizes insights from nationally-validated assessments of graduating seniors, alumni, and employers to support CAEP accreditation efforts, benchmark against peer institutions, and drive improvements to their teacher education program.



Kimberly J. Paulsen, Ed.D.
Vanderbilt University

2PM - 3PM **BLOCK 3**

CAEP ACCREDITATION COUNCIL **PLAZA BALLROOM D**

Learn what happens after you have finished writing your self-study report and hosted your site visit. Attendees will learn about the CAEP Accreditation Council and its role in the accreditation process.

C

Bradley Duncan
CAEP

C

Vince O'Neill, Ed.D.
CAEP

TUESDAY, MARCH 19

2PM - 3PM **BLOCK 3**

THE 2018 CAEP HANDBOOK: GUIDANCE ON SELF-STUDY REPORTS FOR ACCREDITATION AT THE INITIAL-LICENSURE LEVEL

PLAZA BALLROOM E

CAEP has finalized the 2018 version of the Accreditation Handbook for Initial-Licensure Programs. The Handbook is aligned to the new single accreditation process template to be used for site visits beginning in fall 2019. The Handbook is available on the CAEP website. This session will focus on updates from the previous version of the Handbook. Of special note is the Phase-In Timeline and Guidelines for Plans (Appendix B and C).

STANDARD 2: CLINICAL PARTNERSHIPS & PRACTICE - NOVICE **PLAZA BALLROOM F**

This session is geared toward novice CAEP participants and will focus on how EPPs demonstrate meeting Standard 2 at the initial-licensure level. EPPs seeking accreditation should have strong collaborative partnerships with school districts and individual school partners, as well as other community stakeholders, to pursue mutually beneficial and agreed upon goals for the preparation of education professionals. An Accreditation Councilor and lead site visitors will provide examples using evidence from previous site visits.

STANDARD 2: CLINICAL PARTNERSHIPS & PRACTICE - EXPERIENCED **PLAZA BALLROOM A/B/C**

This session is geared toward those experienced with CAEP and the accreditation process that are already familiar with the basics of Standard 2 at the initial-licensure level. The session will focus on what CAEP has learned from previous accreditation visits illustrating what EPPs have utilized as evidence to meet all components of Standard 2.

PREPARING FOR YOUR SITE VISIT/ UNDERSTANDING ACCREDITATION COSTS

GOVERNOR'S SQUARE 14

Ensure your site visit goes smoothly. Attendees will be provided an overview of timelines, policies, and best practices on what to expect. This session also breaks down costs associated with the accreditation process, including site visit fees, site visit expenses, and EPP onsite expenditures.

C

Gary Railsback, Ph.D.
CAEP

AC

Kim Walters-Parker, Ph.D.
CAEP Board

LSV

Dustin Hebert, Ph.D.
Northwestern State University of Louisiana

AC

Janet Stramel, Ph.D.
Fort Hays State University

C

Sally Ingles, Ph.D.
CAEP

AC

Kim Boyd, Ed.D.
Oral Roberts University

C

Tim Finklea
CAEP

C

Ben Frattini
CAEP

C

Keisha Walker
CAEP

TUESDAY, MARCH 19

2PM - 3PM **BLOCK 3**

CLINICAL PRACTICE: OUR PROFESSION & OUR PRACTICE **GOVERNOR'S SQUARE 15**

This session focuses on how programs can build capacity through the mutually beneficial partnerships under-girded by strong infrastructure and guided by coherent curricula in the development of teacher candidates who are prepared to support the success of all learners. The presenter convened the AACTE Clinical Practice Commission (CPC) and shepherded the development and release of the CPC report in January 2018. Drawing from research, this dynamic presentation offers new ideas for the interface between accreditation processes that support and guide teacher preparation programs. Ultimately, the candidates will emerge prepared to meet the needs of all learners.

3:15PM - 4:15PM **BLOCK 4**

STANDARD 3: CANDIDATE QUALITY, RECRUITMENT, & SELECTIVITY - NOVICE **PLAZA BALLROOM F**

This session is focused on novice CAEP participants and the workshop will focus on evidence to meet Standard 3 at the initial-licensure level. EPPs have a critical responsibility to ensure the quality of their candidates. This responsibility continues from purposeful recruitment that helps fulfill the provider's mission to admissions selectivity that builds an able and diverse pool of candidates, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion and that they are selected for employment opportunities that are available in areas served by the provider.

ADVANCED STANDARD A.1: CONTENT & PEDAGOGICAL KNOWLEDGE **PLAZA BALLROOM E**

Starting in Fall 2019, all CAEP site visits will review Advanced Standards for EPPs with advanced-level programs. CAEP has now conducted one site visit reviewing Advanced Standards and will be reviewing more in 2018-19. Come learn the ins and outs of Standard A.1 from a variety of perspectives!

Rodrick S. Lucero, Ph.D.
*National Center for Clinical Practice
in Educator Preparation*

AC

Kim Walters-Parker, Ph.D.
CAEP Board

LSV

Dustin Hebert, Ph.D.
*Northwestern State University
of Louisiana*

AC

Janet Stramel, Ph.D.
Fort Hays State University

C

Gary Railsback, Ph.D.
CAEP

LSV

Bonnie Beach, Ph.D.
University of Southern Indiana

E

Kimberly Spoor, Ph.D.
Capella University

LSV

Malina Monaco, Ph.D.
North Carolina State University

TUESDAY, MARCH 19

3:15PM - 4:15PM **BLOCK 4**

STANDARD 3: CANDIDATE QUALITY, RECRUITMENT, & SELECTIVITY - EXPERIENCED **PLAZA BALLROOM A/B/C**

This session is geared toward participants experienced with the CAEP Accreditation process and the basics of Standard 3 at the initial-licensure level. EPPs have a critical responsibility to ensure the quality of their candidates. This responsibility continues from purposeful recruitment that helps fulfill the provider's mission to admissions selectivity that builds an able and diverse pool of candidates, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion and that they are selected for employment opportunities that are available in areas served by the provider.

edTPA AS EVIDENCE FOR CAEP SELF-STUDY: YOU CAN DO IT! **PLAZA BALLROOM D**

This session will include a brief overview of edTPA design, constructs measured, and alignment to InTASC standards, followed by a demonstration of how edTPA evidence can be used in an EPP's CAEP Self-Study. Participants will use edTPA data to practice writing evidence-based responses to self-study report prompts.

TRACKING & ASSESSING COMPLETERS IN THE FIELD FROM INNOVATIVE CLINICAL PARTNERSHIP TO SUCCESS IN THE FIELD **GOVERNOR'S SQUARE 15**

Learn first hand how the successful innovative clinical partnership between a high achieving school district and a regional EPP is making a difference with P-12 learners and leading to successful teaching careers of teacher candidates in Kentucky. The progressive and high achieving district partnered with Eastern Kentucky University to jointly develop shared expectations for, development of and evaluation of candidates. Now these candidates are successful teachers in the field, making a difference in P-12 achievement.

C

Sally Ingles, Ph.D.
CAEP

AC

Kim Boyd, Ed.D.
Oral Roberts University

E

Andrea Whittaker, Ph.D.
*Stanford Center for Assessment
Learning and Equity*

E

Mel Horton, Ed.D.
Sacred Heart University

E

Peggy C. Petrilli, Ed.D.
Eastern Kentucky University

E

Diana Porter, Ph.D.
Eastern Kentucky University

E

Connie Hodge, Ed.D.
Eastern Kentucky University

E

Ramona Davis
*Corbin Independent School District/
Eastern Kentucky University*

E

James Dantic, Ed.D.
Eastern Kentucky University

E

Ann Burns, Ed.D.
Eastern Kentucky University

TUESDAY, MARCH 19

3:15PM - 4:15PM **BLOCK 4**

WHAT IS THE 7-YEAR CAEP ACCREDITATION CYCLE? **GOVERNOR'S SQUARE 14**

Are you interested in an overview of the 7 year CAEP accreditation cycle? This workshop will focus on each step of the accreditation cycle. The cycle starts with the program review and self-study report and moves through the site visit and the final decision on accreditation by the Accreditation Council.

4:30PM - 5:30PM **BLOCK 5**

STANDARD 4: PROGRAM IMPACT - NOVICE **PLAZA BALLROOM F**

This session is an introductory session for novice CAEP participants and will introduce attendees to Standard 4 at the initial-licensure level. In introducing the standard to EPPs, an overview of the four components of the standard will be included with examples of what EPPs have submitted previously at site visits and how decisions have been made by the Accreditation Council.

STANDARD 4: PROGRAM IMPACT - EXPERIENCED **PLAZA BALLROOM A/B/C**

This session is geared toward participants experienced with the CAEP Accreditation process and the basics of Standard 4 at the initial-licensure level and want to explore the issues in a deeper way. This standard focuses on how EPPs address the results of preparation at the point where they matter most—in classrooms and schools. EPPs attend to candidate mastery of the knowledge and skills necessary for effective teaching, but that judgment is finally dependent on the impact the completers have on the job with P-12 student learning and development.

ADVANCED STANDARD A.2: CLINICAL PARTNERSHIPS & PRACTICE **PLAZA BALLROOM E**

This session is focused on Clinical Partnerships at the advanced level that will be required in self-study reports starting Fall 2019. As EPPs begin to include advanced programs in self-study reports, there is less commonality across advanced programs than what is evident in initial programs. Feedback from a pilot site visit for advanced programs will be provided.

C

Ben Frattini
CAEP

C

Vince O'Neill, Ed.D.
CAEP

AC

Kim Walters-Parker, Ph.D.
CAEP Board

LSV

Dustin Hebert, Ph.D.
Northwestern State University of Louisiana

AC

Janet Stramel, Ph.D.
Fort Hays State University

C

Sally Ingles, Ph.D.
CAEP

AC

Kim Boyd, Ed.D.
Oral Roberts University

E

Angie Gant, Ph.D.
Georgia Professional Standards Commission

C

Gary Railsback, Ph.D.
CAEP

LSV

Bonnie Beach, Ph.D.
University of Southern Indiana

E

Kimberly Spoor, Ph.D.
Capella University

LSV

Malina Monaco, Ph.D.
North Carolina State University

TUESDAY, MARCH 19

4:30PM - 5:30PM **BLOCK 5**

CAEP EXPERIENCE PANEL

GOVERNOR'S SQUARE 14

Join CAEP staff for a moderated discussion with site visitors and EPP faculty about the accreditation process - and what EPP staff should know as they work through it. Attendee questions are welcome!

BEYOND THE RUBRIC: AN INNOVATIVE APPROACH TO SUPPORTING CANDIDATE DISPOSITIONS

PLAZA BALLROOM D

This session will present an innovative approach to monitoring, reporting and supporting candidate dispositions that extend beyond the traditional rubric, thus enabling EPPs to more effectively address candidates' professional development while involving all stakeholders. Session participants will learn about the initial results of this project and will receive supporting materials.

DEVELOPING & ASSESSING THE VALIDITY OF TEACHER CANDIDATE EVALUATION INSTRUMENTS IN KANSAS

GOVERNOR'S SQUARE 15

Presenters will discuss collaborative approaches researchers, education preparation programs (EPPs), and state education agency leaders in Kansas take to ensure the valid and reliable evaluation of teacher candidates. Efforts to assess and maintain the reliability and validity of a teacher candidate evaluation instrument used in Kansas EPPs will be discussed.

5:30PM - 6:30PM

POST-CONFERENCE

NETWORKING RECEPTION

After a long, productive first day, come relax and network with colleagues at the CAEPCon Networking Reception. Visit our conference exhibitors, enter the CAEPCon raffle (via the conference App) for your chance to win prizes, enjoy light hors d'oeuvres, and listen to music provided by a local Denver high school band.

And after the networking hour is over, see what Denver has to offer! Stroll over to Union Station, explore the nearby Coors Field, or, for nightlife, visit the Churchill Bar or Live at Jack's - all within two miles of the conference hotel.

C

Bradley Duncan
CAEP

E

Christopher Jochum, Ph.D.
Fort Hays University

E

Valerie Zelenka, Ph.D.
Fort Hays University

E

Shawn Henderson
Fort Hays University

Marc Brodersen
REL Central

Stephen Meyer
REL Central

Mckenzie Haines
REL Central

E

Allen Jantz, Ed.D.
Bethel College

SAVE THE DATE: CAEPCON

September 25 – 28, 2019

**Join Us in DC for the
Fall 2019 CAEPCon!**

PreConference Sessions
(Free, Optional)
September 25, 2019

Main Conference Programming
September 26-27, 2019

PostConference Workshops
(Additional Registration Fee Required)
September 27-28, 2019



Marriott Wardman Park | 2660 Woodley Road NW | Washington, DC

WEDNESDAY, MARCH 20

7AM - 8:30AM

CONTINENTAL BREAKFAST

Offered in the Plaza Exhibit/Foyer area!

7:15AM - 8:15AM

EXHIBITOR SESSION

CANDIDATE DISPOSITIONS INSTRUMENTS FOR THREE SETTINGS: STANDARDS ALIGNMENT & IMPLEMENTATION STRATEGIES TO PROMOTE DISPOSITIONAL LEARNING & GROWTH

GOVERNOR'S SQUARE 15

The Educational Dispositional Assessment (EDA) Consultants Team has developed three valid and reliable research-based instruments to assess candidate dispositions in the following settings: initial teacher preparation, Educational Leadership Advanced Programs, and online learning environments. The goal of the session is to share the research conducted in the development of each tool, examples of how the tools may be implemented, and strategies to promote dispositional learning and growth. Additionally, participants will learn how each assessment provides evidence of alignment to industry standards and evaluation frameworks and meets CAEP Initial and Advanced Program Standards.

8:15AM - 9:30AM BLOCK 6

STANDARD 5/A.5: PROVIDER QUALITY, CONTINUOUS IMPROVEMNET, & CAPACITY - HOW DO YOU BUILD A QUALITY ASSURANCE SYSTEM? - NOVICE PLAZA BALLROOM A/B/C

This session is geared toward novice CAEP participants and will introduce the basic concepts of Standard 5/A.5 and the quality assurance system. The standard is the same for both the initial-licensure level and the advanced-level. Examples will be given of exemplars used by EPPs in previous CAEP site visits and areas where there has been AFIs and stipulations.



Gina M. Almerico, Ph.D.
Educational Dispositional Assessment (EDA) Consultants Team

Tony Erben, Ph.D.
AT LAST Team

AC

Kim Walters-Parker, Ph.D.
CAEP Board

LSV

Dustin Hebert, Ph.D.
Northwestern State University of Louisiana

AC

Janet Stramel, Ph.D.
Fort Hays State University

WEDNESDAY, MARCH 20

8:15AM - 9:30AM BLOCK 6

CLINICAL PRACTICE & COMMUNITY SCHOOLS: A PARTNERSHIP TO TRANSFORM TEACHER PREPARATION **PLAZA BALLROOM D**

In this session we will explore both the pillars of transformative community schools and brainstorm together the implications for preparation programs when partnering with these schools. Finally, participants will discuss strategies to support candidates in community schools and to support p-12 schools as they explore the CS model. Join the discussion to discover ways to give candidates the skills and vision to better meet the needs of each student.

DEVELOPING EFFECTIVE NATIONAL PARTNERSHIPS: GUIDING 4,500 STUDENTS TO ENGAGE WITH HIGH QUALITY K-12 PARTNERS **PLAZA BALLROOM F**

CAEP requires EPPs to establish mutually beneficial partnerships to ensure high-quality clinical experiences. With over 4,500 students engaged in field experiences annually, we enhanced technology, implemented tiered agreements, and piloted an “Ambassador Program” to drive students to preferred K-12 partners that integrate field placement choices for location, setting, diversity, quality, and high engagement.

ADVANCED STANDARD A.3: CANDIDATE QUALITY, RECRUITMENT, & SELECTIVITY **PLAZA BALLROOM E**

This session is focused on CAEP Standard A.3 and is designed to provide examples of how EPPs address this standard for Advanced Programs. The challenge for EPPs in including Advanced-level programs starting Fall 2019 is that there is less commonality among programs than there is at the initial level. So how does an EPP monitor candidate quality in recruitment, throughout the time in the program, and at completion? Examples from a pilot visit will be used to provide ideas for EPPs writing to this standard.

Blake West, Ed.D.
National Education Association

Carrie A. Pottinger, Ph.D.
Western Governors University

Tami L. Tucker, Ph.D.
Western Governors University

Terry L. Miller, MA
Western Governors University

C Gary Railsback, Ph.D.
CAEP

LSV Bonnie Beach, Ph.D.
University of Southern Indiana

E Kimberly Spoor, Ph.D.
Capella University

LSV Malina Monaco, Ph.D.
North Carolina State University

WEDNESDAY, MARCH 20

9:45AM - 11AM **BLOCK 7**

ENGAGING FACULTY IN PURPOSEFUL ASSESSMENT PRACTICE **PLAZA BALLROOM D**

University traditions of academic freedom may cause faculty to resist streamlining assessment processes. Using a modified version of a tool developed by Deans for Impact, we led our faculty through a reflective exercise to determine assessment needs at both the program and college levels. This session will review how we engaged faculty in the activity and created authentic faculty buy-in to address identified areas of improvement.

EPP ANNUAL REPORTING **PLAZA BALLROOM E**

Do you work on your EPP's Annual Report? This session will cover EPP Annual Report policies, procedures, and answers to FAQs as well as perspective from the Dorothy M. Bush College of Education at Dallas Baptist University on approaching and completing the report.

SOCIAL EMOTIONAL DIFFERENTIATION IN THE CLASSROOM **GOVERNOR'S SQUARE 15**

In response to the need to support students' social emotional learning at the universal, targeted and intensive levels within classrooms, emerging educators will learn about differentiation related to social emotional learning. Attendees will learn about universal practices that address social emotional learning for the entire classroom that integrate into your lesson planning. In addition, attendees will explore targeted and intensive differentiation strategies for social emotional learning for students as incorporated into lesson planning.

USING COMMON DATA TO DRIVE NETWORKED IMPROVEMENT **GOVERNOR'S SQUARE 14**

Looking for help in leading data-informed improvements in your program? Join this session to learn about Deans for Impact's Common Indicators System, a network of trailblazing educator-preparation providers working together to gather, analyze, and act on shared data. Spanning 11 states and 4,000 aspiring teachers to date, the CIS Network takes a collaborative and inclusive approach to ensure that network members lead every step of the evidence-informed improvement process. This session will explore key discoveries from the network, strategies members are using to drive change in their own contexts, and share opportunities for programs to get involved (even without an existing affiliation with Deans for Impact).

E

Laura Hart, Ph.D.
*University of North Carolina
Charlotte*

E

Teresa Petty, Ph.D.
*University of North Carolina
Charlotte*

E

Marilyn Haller, Ph.D.
Dallas Baptist University

LSV

Malina Monaco, Ph.D.
North Carolina State University

C

Tim Finklea
CAEP

E

Amy K. McDiarmid, Ph.D.
University of Denver

Ben Riley
Deans for Impact

Tracey Weinstein, Ph.D.
Deans for Impact

WEDNESDAY, MARCH 20

9:45AM - 11AM **BLOCK 7**

ADVANCED STANDARD A.4 & THE 2018 CAEP HANDBOOK: GUIDANCE ON SELF-STUDY REPORTS FOR ACCREDITATION - EXPERIENCED

PLAZA BALLROOM F

This session is geared toward participants preparing for a site visit with Advanced-Level programs. Standard A.4 focuses on the satisfaction of employers and candidates in such programs as educational leadership, reading specialists, school counseling, and other advanced programs resulting in a state approved credential, license or endorsement. CAEP has commenced site visits on advanced-level programs in Spring 2018 and a conducted a few in Fall 2018, resulting in some examples of evidence for Standard A.4.

STANDARD 4: EPPS WITHOUT STATE DATA

PLAZA BALLROOM A/B/C

Standard 4 addresses the results of preparation at the point where they matter most: in classrooms and schools. This session describes evidence from self-study reports and shows how EPPs with differing state data and intuitional contexts have responded to this critical responsibility, effectively strategized to overcome the challenges, and acted on the most appropriate and useful information.

11:15AM - 12:15PM **BLOCK 8**

STANDARD 5/A.5: PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, & CAPACITY // HOW DO YOU BUILD A QUALITY ASSURANCE SYSTEM? - EXPERIENCED

PLAZA BALLROOM A/B/C

This session is designed to help experienced CAEP coordinators with ways to improve their Quality Assurance System after it is developed. The session will build upon the experience of the nearly 150 CAEP site visits and what CAEP has learned from visiting EPPs. The language of Standard 5 is the same at the initial-licensure level and A.5 at the advanced-level. Effective organizations use evidence-based quality assurance systems and data in a process of continuous improvement. These systems and data-based continuous improvement are essential foundational requirements for effective implementation of CAEP Accreditation.

VOLUNTEERING FOR CAEP **PLAZA BALLROOM F**

Interested in learning more about CAEP? Want to share your expertise? Join this session to learn how to become a volunteer in roles such as site visitor, program reviewer, or Accreditation Councilor. **Note: This is a repeated session.**

C

Gary Railsback, Ph.D.
CAEP

LSV

Bonnie Beach, Ph.D.
University of Southern Indiana

E

Kimberly Spoor, Ph.D.
Capella University

C

Sally Ingles, Ph.D.
CAEP

AC

Kim Boyd, Ed.D.
Oral Roberts University

C

Sally Ingles, Ph.D.
CAEP

LSV

Jon Margerum-Leys, Ph.D.
Oakland University

C

Bradley Duncan
CAEP

C

Alexis Neal
CAEP

WEDNESDAY, MARCH 20

11:15AM - 12:15PM BLOCK 8

FINDING THE BALANCE IN COLLECTING, STORING, ANALYZING, & REPORTING ASSESSMENT INFORMATION **PLAZA BALLROOM D**

EPPs are seeking a comprehensive, flexible quality assurance system comprised of valid, consistent data from multiple measures. This presentation highlights one EPP's journey in finding a system that produces empirical evidence that focuses on candidate progress and completer achievements, which resulted in a successful on-site visit.

EPP-CREATED ASSESSMENTS **PLAZA BALLROOM E**

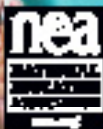
EPP-created assessments are those that all candidates are expected to complete as they pass from one stage of preparation to the next, or that are used to monitor the progress of candidates' developing proficiencies during one or more stages of preparation. Learn more about the "Evaluation Framework for EPP-Created Assessments," a tool used by EPPs to design these assessments and by CAEP site teams to review this evidence in self-study submissions.

E

Ashlie Jack, Ph.D.
Wichita State University

C

Gary Railsback, Ph.D.
CAEP



**Something important happens
in our public schools**

Something unique. Precious. Powerful.

The more than 3 million members of the National Education Association are deeply committed to the success of every student and are proud to co-sponsor the 2019 Spring CAEPCon. Together with families, students, lawmakers, and community organizations, we work to ensure that every student has qualified, committed and caring educators, and that our nation invests in the right classroom priorities.

Visit www.nea.org/teacherquality to learn more about NEA's vision for teacher professional growth as well as specific activities and programs to help teachers help every student.

POSTCON WORKSHOPS

WEDNESDAY, MARCH 20 & THURSDAY, MARCH 21

CAEP offers attendees an additional learning opportunity in the form of two post-conference workshops. The first segment of these 2-part sessions will take place following main programming on Wednesday, with the second part taking place Thursday morning. Additional registration is required. For more information on these sessions and fees, visit our website at www.caepnet.org.

POSTCON 1: SELF-STUDY REPORT: A HOW-TO WORKSHOP

-> PART 1: WEDNESDAY, 2PM - 5:30PM

-> PART 2: THURSDAY, 8:30AM - 12PM

MAJESTIC BALLROOM

- Get ready to write! This workshop is for educator preparation providers (EPPs) preparing to write a self-study report (SSR). Participants will be given the opportunity to walk through the process, and learn the expectations for content and formatting on the Self-Study Report. The workshop will focus on areas where past SSR authors have needed the most assistance.

- Does your EPP have an SSR in progress? Bring it to this workshop and use it during exercises. Although the workshop is geared toward EPPs preparing to write the SSR, the presented information is beneficial for anyone in the writing process.

POSTCON 2: A³: ACCREDITATION, ACCOUNTABILITY, & ASSESSMENT WORKSHOP

-> PART 1: WEDNESDAY, 2PM - 5:30PM

-> PART 2: THURSDAY, 8:30AM - 12PM

VAIL TOWER BUILDING

- This workshop will explore the latest information and methods to help educator preparation providers (EPPs) understand the expectations for addressing validity and reliability of EPP created-assessments.

- Focusing on the areas where past EPPs have needed the most assistance, participants will gain a better understanding of validity and reliability in the context of the accreditation process. Attendees will be able to explain how to address the CAEP criteria for validity and reliability and describe the key steps for meeting the levels of sufficiency. EPPs in the process of gathering evidence or writing its self-study report are welcome to use their own key assessments during workshop exercises.

C

Sally Ingles, Ph.D.
CAEP

C

Malina Monaco, Ph.D.
North Carolina State University

C

Gary Railsback, Ph.D.
CAEP

ACKNOWLEDGMENTS

CONFERENCE SPONSORS

POWER PLAYER: ETS

Wifi & Charging Station Sponsor



Measuring the Power of Learning.®

ETS is the world's largest nonprofit educational testing and measurement organization. ETS is committed to partnering with institutions of higher education who prepare teacher candidates to enter the profession with products and services that help transform students into teachers. Learn more by visiting www.ets.org.

THANK YOU TO ALL OUR SPONSORS!

chalk&wire
POWERED BY **CAMPUS LABS**

CAMPUS LABS

Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,400 public colleges and universities. To learn more, visit <https://www.campuslabs.com>.



CULTURAL INTELLIGENCE CENTER

We provide research-based tools, training, and assessments to build Cultural Intelligence (CQ)—the ability to relate and work effectively with people from different nationalities, ethnicities, age groups, and more. For more information visit: <https://culturalq.com>.



GOREACT

GoReact is the #1 tool for teaching performance-based skills online. It's an interactive, cloud-based video software for feedback, grading and critique of lessons, presentations and performances.

ACKNOWLEDGMENTS

CONFERENCE SPONSORS



EVALUATION SYSTEMS GROUP OF PEARSON

The Evaluation Systems of Pearson provides educator licensure assessments. We are the most experienced provider of standards-based educator licensure tests, delivering state-customized programs, NES, edTPA and NBPTS. www.PearsonAssessments.com



SKYFACTOR

The Skyfactor Mapworks Student Retention System combines predictive analytics with student data, alerting staff of at-risk students, facilitating early interventions, and generating results. Skyfactor Benchworks offers over 45 academic and student affairs assessments, aligns with accreditation and professional standards, and includes longitudinal data, benchmarking, and identification of critical issues.



WATERMARK

Watermark's mission is to put better data into the hands of administrators, educators, and learners everywhere in order to empower them to connect information and gain insights into learning which will drive meaningful improvements. Through its innovative educational intelligence platform, Watermark supports institutions in developing an intentional approach to learning and development based on data they can trust. For more information, visit www.watermarkinsights.com.

ACKNOWLEDGMENTS

CAEP STAFF



Tim Finklea
Special Assistant to the President
Tim.Finklea@caepnet.org



Sally Ingles, Ph.D.
Assistant Vice President
Sally.Ingles@caepnet.org



Christopher Koch, Ed.D.
President
Christopher.Koch@caepnet.org



Thanh Tran
Vice President of Finance
Thanh.Tran@caepnet.org



Gary Railsback, Ph.D.
Vice President
Gary.Railsback@caepnet.org



Matt Vanover
Director of External Affairs
Matt.Vanover@caepnet.org



Lauren Alexander
Accreditation Assistant
Lauren.Alexander@caepnet.org



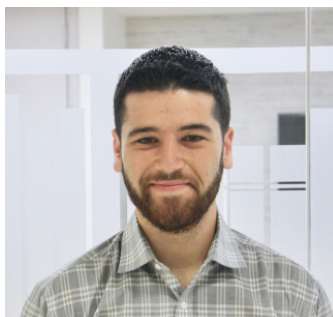
Arianna D. Bartlett
Accreditation Associate
Arianna.Bartlett@caepnet.org



Banhi Bhattacharya, Ph.D.
Senior Director, Program Review
Banhi.Bhattacharya@caepnet.org



Bradley Duncan
Assist. Accreditation Director of
Volunteer Relations & Training
Bradley.Duncan@caepnet.org



Ben Frattini
Accreditation Associate
Ben.Frattini@caepnet.org



Rose Hopson
Accounting Associate
Rose.Hopson@caepnet.org

ACKNOWLEDGMENTS

CAEP STAFF



Frank Huang
Director of Information Technology
Frank.Huang@caepnet.org



Lewis McIlwain
Accreditation Associate
Lewis.McIlwain@caepnet.org



Sabata G. Morris
Senior Accreditation Associate
Sabata.Morris@caepnet.org



Alexis Neal
Office Assistant/Receptionist
Alexis.Neal@caepnet.org



Vince O'Neill, Ed.D.
Accreditation Director, Councilors &
Accreditation Decisions
Vince.Oneill@caepnet.org



Aubrey E. Rumore
Communications Associate
Aubrey.Rumore@caepnet.org



Keisha Walker
Director of Events & Finance
Keisha.Walker@caepnet.org