

ASSOCIATION FOR MIDDLE LEVEL EDUCATION (AMLE)

Option A: Instructions on Completing SPA Program Review Template/Form

Educator preparation providers have widely used outcome assessments aligned to standards developed by specialized professional associations (SPAs) to monitor progress of candidates and evaluate programs. The purpose is to ensure that candidates can apply content and pedagogical knowledge and provide evidence for CAEP [Component 1.3](#) (Initial Level Programs) or CAEP [Component A.1.2](#) (Advanced Level Programs). Programs selecting the SPA Program Review with National Recognition Option A use six to eight key assessments to provide evidence that SPA standards are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards.

Which programs should submit AMLE SPA Reports?

Middle level teacher preparation programs that lead to initial teacher certification/licensure and are pursuing National Recognition as part of CAEP accreditation should respond to these guidelines. This includes undergraduate programs and graduate programs that lead to **initial** licensure. For example, BA and MAT Middle Level Education programs.

AMLE does not review generalist middle level programs (e.g., those without content preparation requirements in subject matter, for example mathematics or English/language arts). AMLE reviews only separately organized teacher preparation programs that focus specifically and exclusively on preparing teachers to teach young adolescents. Young adolescents are typically ages 10 to 14 and are in grades five through eight. However, AMLE does not specify which grade levels are included in middle level teacher preparation programs since individual states define middle level education through their licensure regulations (e.g., grades 4-8, 5-8, 4-9, and 6-9). AMLE does not typically review programs that prepare teachers for grade levels that include both elementary and middle or middle and high school grades (e.g., grades K-8 or 6-12). If you have a program that includes grades K-8 and still provides specialized professional preparation for middle level teachers, contact AMLE for the policy about these types of reviews (lienne@clemson.edu).

How to Complete The Program Report Template/Form?

SPA Program Review is conducted through CAEP's Accreditation Information Management System ([AIMS](#)). A program would request a shell or template through AIMS using institutional login information. Instructions on how to request shells are provided on the CAEP [website](#).

Cover Sheet (Must be completed for initial, revised, and response to conditions reports)

Complete the entire section: Numbers 1-16.

**Question 16. State Licensure requirement for national recognition:*

AMLE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV of the SPA report template as evidence for Assessment 1. Identify whether your state requires such a test.

-Yes

-No

Section I. Context

Provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. There is one attachment.

Note that the table for Candidate Information (#5) is filled out online. This information must be provided for initial, revised, and response to conditions reports.

The Faculty Information (#6) is provided during initial review. It includes all faculty in the AIMS Manage Faculty Information view. Pertinent faculty information is then imported into each program report.

Section II. List of Assessments

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

Section III. Relationship of Assessments to Standards

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

**When submitting a revised or response to conditions report, if a new assessment replaces one submitted in the initial review report to meet a SPA standard, Section III must be completed.*

Section IV. Evidence for Meeting Standards

Follow the directions provided in Section IV of the template to develop information on the 6-8 key assessments. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level they are collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

For each assessment, attach one document that includes (1) a two-page narrative and (2) assessment documentation. The narrative includes the following:

- a. A brief description of the assessment and its use in the program (one sentence

may be sufficient);

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

c. A brief analysis of the data findings; and

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

The assessment documentation will include the following:

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);

f. The scoring guide for the assessment; and

g. Charts that provide candidate data derived from the assessment.

Note:

a. One assessment is preferably presented as one file;

b. There is a limit of 20 attachments

c. Attachment size can be no larger than 2 MB

Section V. Use of Assessment Results to Improve the Program

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

***Section VI. For Revised and Response to Conditions Reports Only**

Describe what changes or additions have been made in the report to address the conditions and concerns raised in the original recognition report. List the sections of the report you are resubmitting and the changes that have been made.

General Guidelines on Documentation

1. Attachments: Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than a total of 20 attachments. A single attachment cannot be larger than 2 MB. The files for each attachment should be prepared as Word, Word Perfect, Excel, or PDF documents. AIMS accepts documents that have been created in the newest version of Word and saved with a ".docx" extension.

2. Character Limits: Character limits have been set based on one page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

3. Formatting Instructions:

Note that text boxes in Sections I, II, V, and VI are html-based and will not accept any formatting such as bullets, tables, charts, etc. Be sure that your responses are text-only. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all uploaded as

attachments.

NOTE: CAEP staff may require programs to revise reports that are not aligned with the template instructions regarding format, page limits, or number of attachments. Please note that hyperlinks embedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

Resources on the CAEP web site:

CAEP has multiple resources on its web site to help programs to prepare SPA reports. These are available at <http://www.caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>.

Specific Guidelines for AMLE Review

AMLE National Recognition Decision Rules:

All standards must be met holistically. AMLE does not require every element to be met in order to meet a standard. Members of the program review board will use the *preponderance of evidence principle* to make decisions about whether each respective standard is met. However, it is highly recommended that all elements of each standard be included in program assessments and their rubrics/scoring guides.

- There are no longer standards for advanced masters and doctoral middle level teacher preparation programs.
- There are now only five rather than nine standards.
- All 2012 standards are performance-based which makes it essential that assessments and rubrics/scoring guides directly contain the content and language of AMLE Standards.
- National recognition of a program by AMLE will be dependent on the provider having nationally recognized programs in each of the appropriate content areas at the secondary level. CAEP staff will verify the status of the secondary content program areas. Middle level programs could be recognized with conditions by AMLE if secondary content area programs are still in process.
- For those few middle level programs that do not have secondary preparation programs, the program will need to provide evidence of candidates' content knowledge using state licensure assessment scores.

Additional Assessment Types (beyond the first 5 required types) required by AMLE:

None.

AMLE does not require more than the first six assessments be utilized. However, it is recommended that all eight assessment opportunities be utilized to document meeting AMLE standards. It is difficult to document that all standards have been met when only six assessments are used.

Other specific information required by AMLE only:

None

Will AMLE accept course grades as one of the assessments?

All SPAs will accept course grades as one of the 6 to 8 key assessments. Instructions for documenting course grades have been standardized for all SPAs. These instructions are on the CAEP web site on the Program Resources page at the following URL:

<http://caepnet.org/accreditation/caep-accreditation/program-review-options/grade-policy>

Other resources are available on the AMLE web site at: <http://www.amle.org>