



School of Education

# SCHOOL OF EDUCATION UNIT ASSESSMENT SYSTEM

Purdue University Fort Wayne  
College of Professional Studies

2020-2021

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## **Unit Assessment System Handbook**

This handbook will focus on describing the system of assessment practices for the Education Unit and the specific program that leads to teacher/other school professional licensure. The educational preparation of children and youth is the subject of national and international discourse, of extensive research for the purpose of understanding its impact and practices, and of personal experience for most families. Dramatic changes in Indiana's educational policies have redefined the state's educational landscape by offering families increased options for where, when, how, and by whom their students are taught the lessons that are intended to serve them as they confront 21<sup>st</sup> century demands. Within this context, the Purdue University Fort Wayne educator preparation program (EPP) strives to retain effective practices in the training of teachers, counselors, and principals while remaining abreast of the ever-changing requirements of those professional endeavors. To that end, we routinely collect, analyze, and interpret data to make strong decisions. Thus the concept of continuous improvement is more than a requirement of our accreditation, it is the basis for our professional culture.

Yet, we cannot do this alone. Based on the concept of the scholar-practitioner, Purdue Fort Wayne's approach values the ability to interact routinely with teachers, counselors, and principals whose insights and experiences augment faculty research so that students in educator preparation programs readily link what they are learning with the practices required of them in their professional contexts.

The Purdue Fort Wayne School of Education routinely examines its teaching, research, and service practices through comprehensive and integrated systems of community engagement and data analysis. This document, created through the joint efforts of office of the dean of the College of Professional Studies (CPS) and the School of Education Assessment Team, describes how program faculty engage with assessment tasks, establishes practices for monitoring candidate performance, and outlines strategies for managing and improving unit operations and programs for the preparation of professional educators.

Contents of this document will change periodically as warranted by the analysis of information related to program and unit performance. Feedback on included practices or documents should be shared with the Office of the CPS Dean for inclusion at appropriate points in the Continuous Improvement Cycle.

## **I. Institutional Context**

### **CPS**

The College of Professional Studies (CPS) represents four academic units at Purdue University Fort Wayne: the School of Education, the Department of Hospitality and Tourism Management, the Department of Human Services, and the Department of Criminal Justice and Public Administration. The College was established in 2018 when the former Indiana University-Purdue University Fort Wayne (IPFW) split into separate institutions. Now housed in the CPS, all four units include faculty members who engage effectively in promoting teaching, research, and service to the students of Purdue Fort Wayne, as well as to the citizens of the greater community.

Through the School of Education, Purdue Fort Wayne offers bachelor's degrees leading to licensure in:

- Early Childhood Education
- Elementary Education
- Secondary Education: Biology
- Secondary Education: Chemistry
- Secondary Education: Earth Space Science
- Secondary Education: Economics
- Secondary Education: English Language Arts
- Secondary Education: History
- Secondary Education: Mathematics
- Secondary Education: Physics
- Secondary Education: Political Science
- Secondary Education: Psychology
- Secondary Education: Sociology
- Secondary Education: Spanish
- Secondary Education: Middle Level
- All-Grade Education: Art
- All-Grade Education: Choral Music
- All-Grade Education: Instrumental Music

Purdue Fort Wayne also offers coursework leading to add-on licensure in:

- Secondary Education: French
- Any Education Degree: Teaching English as a New Language
- Any Education Degree: Special Education

Purdue Fort Wayne offers master's degrees leading to licensure in:

- Couple and Family Counseling (formerly Marriage and Family Therapy)
- Educational Leadership
- School Counseling
- Special Education

Many of the above programs partner with other colleges and departments on campus to offer specialized instruction and dual degrees.

### **Authority of Educational Unit**

The *CPS Policy Handbook* states that programs and/or departments within the CPS may affiliate for the purpose of acquiring or maintaining accreditation. Faculty members within an accreditation unit are responsible for addressing all accreditation requirements. The Purdue Fort Wayne School of Education is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), and the counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **Definition of PFW Educational Unit**

The educational unit includes programs offered for the initial (ITP) and advanced (ADV) preparation of P-12 teachers and other school professionals at Purdue Fort Wayne. The School of Education (SOE) offers ITP programs in Early Childhood Education (P-3), Elementary Education (K-6), and Secondary Education (5-12), as well as certification in Mild Intervention. Secondary programs in earth and space science and middle level education are housed in the SOE, while various departments in the College of Arts and Sciences (COAS) provide programs in life science, physics, chemistry, history, sociology, psychology, political science, psychology, mathematics, English, and Spanish with dual degrees in education through the SOE. The K-12 program in English as a New Language is housed in the English Department (COAS), and K-12 programs in Music and Visual Arts are each housed in their respective departments in the College of Visual and Performing Arts (VPA). With the exception of methods courses in ENL and VPA, all professional education courses are provided by the education unit, with some methods courses being taught by COAS faculty. Teacher certification is also available to degree holders in the above disciplines through additional educator preparation courses.

The SOE also offers ADV programs (certification and/or M.S.Ed.) in Special Education, School Counseling, and Building Level School Leadership.

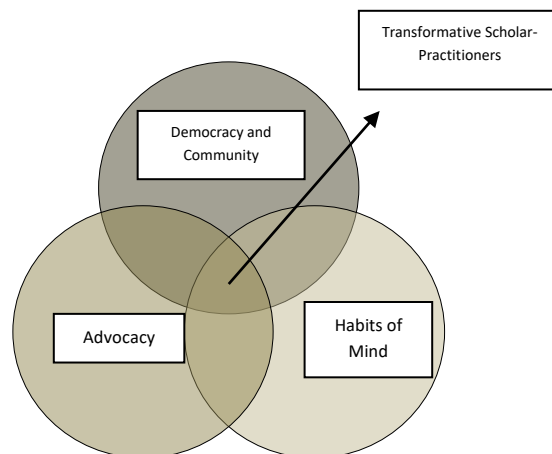
## II. Foundation Statements

### Conceptual Framework

The State of Indiana recognizes that educator preparation programs can take many forms as they lead to state licensure, with potential educators finding an increasing variety of state-approved professional training opportunities available to them. In this regard, Purdue Fort Wayne is distinguished from other educator preparation programs by the direction and implementation of its Conceptual Framework. The Conceptual Framework prepares program completers to meet the varied needs posed by a vast array of diverse students in a range of educational settings. Furthermore, it builds understanding of the importance of education, particularly public education, to the strengthening of communities in the region and beyond. Program completers often serve as the best recruiters for the Purdue Fort Wayne educator preparation programs as they provide testimony to the efficacy of Purdue Fort Wayne's programs through performance in the professional roles they fill.

### Conceptual Framework

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundational knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, their communities, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.



Specifically, the School of Education strives to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

### **Democracy and Community**

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice that demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. **Consequently, the School of Education supports transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.**

### **Habits of Mind**

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. **Consequently, the School of Education fosters transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.**

### **Advocacy**

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. **Consequently, the School of Education facilitates transformative scholar-practitioners' development as professional and community advocates.**

## **Vision Statement**

The vision of CPS's members is to offer innovative, reputable, and diverse interdisciplinary programs with student-centeredness at the core. The college and education unit serve a vibrant region as catalysts for social innovation and impact through excellence in teaching, research, and engagement.

## **Education Unit Mission Statement**

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- 1) Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- 2) Improving the human condition by creating positive learning environments;
- 3) Becoming change agents by demonstrating reflective professional practice;
- 4) Solving client problems through clear, creative analysis;
- 5) Assessing client performance, and creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
- 6) Utilizing interdisciplinary scholarship, demonstrating technological and critical literacies, and effectively communicating with all stakeholders.

## **Standards**

Each program is based on standards for educators identified by the State of Indiana. Furthermore, programs identify Specialized Professional Associations (SPAs) that are aligned to desired program outcomes, using the SPA standards as the basis for guiding and measuring candidate performance and program effectiveness.

Candidate performance is also measured against the CAEP standards. The standards vary depending upon whether the program is an Initial program (e.g., early childhood or secondary mathematics) or an Advanced program (e.g., school counseling or educational leadership). These standards assist in analysis of performance for the unit, not just individual programs. You can review the standards in Appendix C (Initial programs) and Appendix D (Advanced programs).

## **Expectations for Continuous Improvement**

The Purdue Fort Wayne School of Education is committed to continuous improvement throughout the academic year, and year after year. The unit assessment process is maintained through the Office of the CPS Dean and includes full participation of faculty and unit staff in collecting, analyzing, and sharing data with community-based professional representatives for



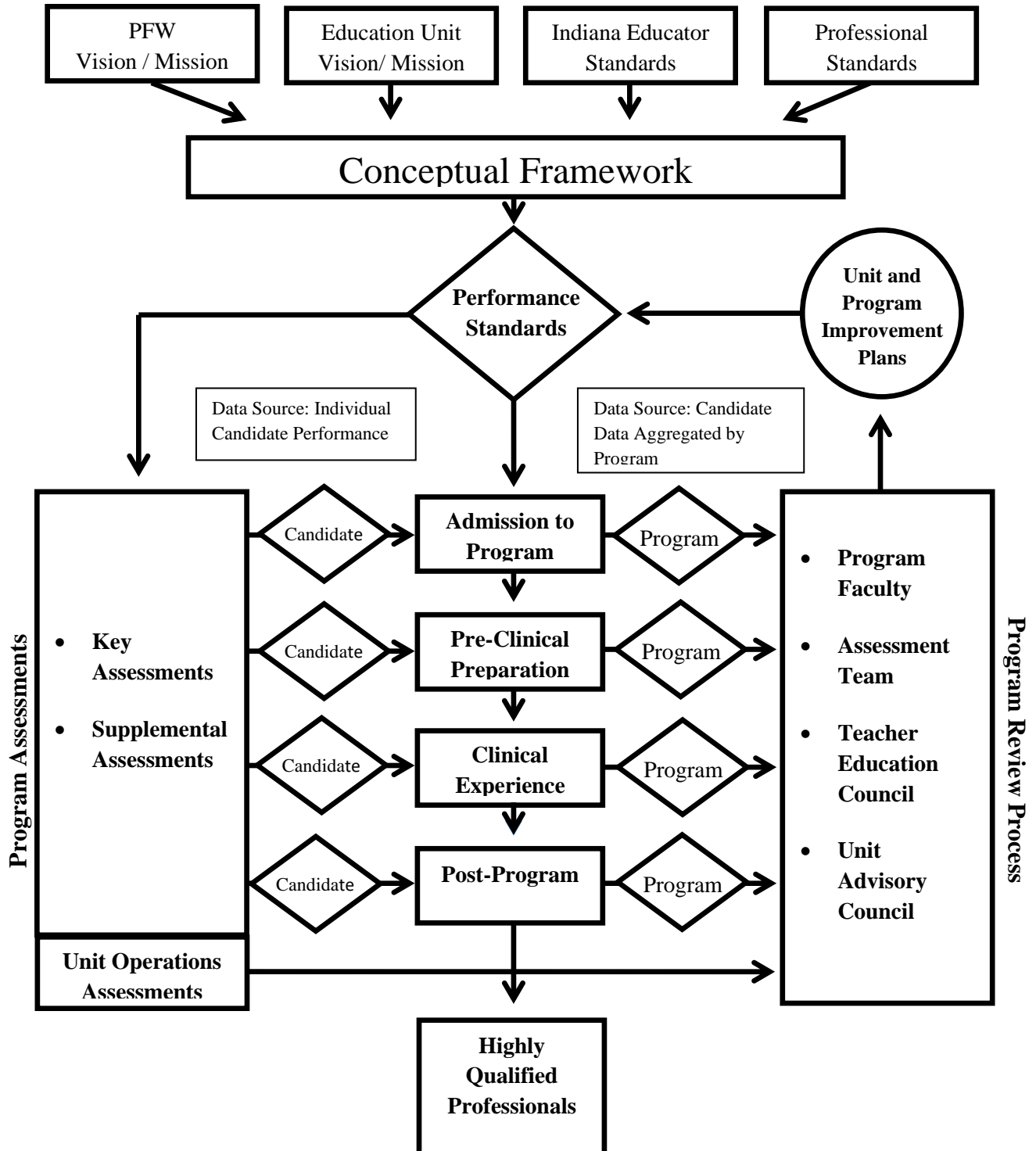
the purpose of educating program completers to become highly effective professionals in their fields.

Faculty members and unit staff within each accreditation unit are responsible for addressing all accreditation requirements as they: 1) administer assessments as they are designed to be used; 2) complete assessment evaluation and posting of scores within the prescribed grading period each semester; and 3) participate in processes that build assessment effectiveness in improving student outcomes.

### III. Unit Assessment System

The Unit Assessment System (UAS) is designed to use multiple standards-based common assessments within multiple decision points to collect data from internal and external sources for use in regular analysis and for program improvement. Its cohesion is represented in the following diagram.

#### PFW Education Unit Assessment System



## Content

Based upon CAEP's accreditation standards, the Unit Assessment System includes a set of evaluation measures that provide information for use in monitoring candidate performance, managing unit operations and programs that prepare professional educators, and continuously improving efforts to strengthen program outcomes. More than a series of isolated practices, the assessment system serves to unite the directions of unit programs and establish criteria for measuring their fulfillment.

The Unit Assessment System originates in the expectations held for the programs individually and collectively. The visions and missions of Purdue Fort Wayne and the Purdue Fort Wayne School of Education, along with Indiana Educator Standards and SPA standards, are represented in the Conceptual Framework's broad but powerful statements. Program faculty members identify candidate performance standards critical to each transition point in the program. Key Assessments designed to monitor student proficiency on those standards and to provide data that enables continuous program review are required in designated courses throughout the program. Key Assessments are scored based on a three-point rubric (Target, Acceptable, and Unacceptable) and housed in a data management system (Taskstream, as of 2020). Supplemental assessments gather information needed by program faculty in order to provide additional information regarding program impact.

Program assessments based upon SPA standards are used routinely to monitor candidate learning according to four unit-wide transition points. Program-specific details related to each transition point can be found in the respective program guides.

- ***Transition Point 1: Admission to Program***

Admission criteria for all programs reflect general university requirements but can be supplemented with additional criteria that are essential to meeting the desired professional outcomes. Unit criteria currently include: 1) a designated grade point average for completed courses or a degree program; 2) professional letters of recommendation; 3) an interview; or 4) completed courses or a degree. Programs are expected to monitor fulfillment of admission criteria and to provide data that can be used in assessing unit operations and impact.

- ***Transition Point 2: Pre-Clinical Preparation***

Between admission to the program and clinical practice (i.e., an extensive and intensive culminating activity such as student teaching, internship, or practicum), program courses and field experiences develop candidate proficiency in many areas. As an Education Unit, we assess all initial candidates' ability to plan instruction based on a common rubric that is aligned to InTASC and CAEP standards (Table 1).

Each program then designs additional Key Assessments based on local, state, and/or SPA standards to measure candidate proficiency in content knowledge, planning and implementation, impact on P-12 assessment of P-12 student learning, and professional dispositions that are specific to their SPA

standards. Programs are expected to design and improve Key Assessments and to implement them as designed, recording evidence of candidate proficiency, primarily through Taskstream and Qualtrics.

- ***Transition Point 3 – Clinical Experience***

Following sufficient academic and field experience as defined by each program, candidates complete an extensive and intensive assignment comparable to the role for which they are preparing as a professional educator. Programs are expected to maintain working partnerships with schools, school districts, and other community-based partners where high quality clinical practice can be experienced. Throughout the clinical experience, the unit and programs provide oversight of and support for candidates while recording candidate proficiency through standards-based tools housed in data collection and management systems, such as Taskstream or Qualtrics. As an education unit, we assess all initial candidates' ability to impact student learning and their attainment of professional dispositions based on common rubrics that are aligned to InTASC and CAEP standards.

- ***Transition Point 4 – Post-Program***

After graduation, program completers are surveyed via the Purdue Fort Wayne First Destination Survey, managed through the Career Development Center on campus. This university-wide survey obtains information such as completers' experiences with academic advising, course focus and delivery, overall benefit of the program, and the Conceptual Framework. Survey results are aggregated for the whole educational unit and disaggregated by program. We also utilize a variety of data from the Indiana Department of Education to evaluate the impact of our programs, including:

- Performance on state licensure examinations
- New teacher survey (distributed to teachers in their first 3 years of service)
- Principal survey
- Principal evaluation of completers' classroom performance

**Table 1: PFW Education Unit Program TRANSITION POINTS Aligned with Assessments**

		Initial Programs			Advanced Programs		
		EARLY CHILD ED	ELEM TEACHER ED	SECOND TEACHER ED	SPECIAL ED	SCHOOL COUNSELING	ED LEADERSHIP
Transition 1 Admission to Program	GPA	2.7	2.7	2.7	3.0	3.0	3.0
	Required Courses/ Degree	X	X	X	X	X	X
	Letters of Recommend				X	X	X
	Statement of Purpose				X	X	X
	Interview					X	
		EARLY CHILD ED	ELEM TEACHER ED	SECOND TEACHER ED	SPECIAL ED	SCHOOL COUNSELING	ED LEADERSHIP
Transition 2 Pre-Clinical Experience	Planning Instruction	Unit Assessment	Unit Assessment	Unit Assessment	Unit Assessment (for initial candidates)		
		EARLY CHILD ED	ELEM TEACHER ED	SECOND TEACHER ED	SPECIAL ED	SCHOOL COUNSELING	ED LEADERSHIP
Transition 3 Clinical Experience	Impact on Student Learning	Unit Assessment	Unit Assessment	Unit Assessment	Unit Assessment (for initial candidates)		
	Professional Knowledge and Skills	Unit Assessment	Unit Assessment	Unit Assessment	Unit Assessment (for initial candidates)		
	Conceptual Framework	Unit Assessment	Unit Assessment	Unit Assessment	Unit Assessment (for initial candidates)		
		EARLY CHILD ED	ELEM TEACHER ED	SECOND TEACHER ED	SPEC ED	SCHOOL COUNSELING	ED LEADERSHIP
Transition 4 Post Program	Content & Professional Knowledge	IN State Licensing Exam (P-3)	IN State Licensing Exam (K-6)	IN State Licensing Exam (5-12)	IN State Licensing Exam (Spec Ed)	IN State Exam	IN State Licensing Exam (Bldg Leader)
	Professional Knowledge and Skills	IN State Licensing Exam (P-3) Principal Eval of Perf Employer Survey	IN State Licensing Exam (K-6) Principal Eval of Perf Employer Survey	IN State Licensing Exam (5-12) Principal Eval of Perf Employer Survey	IN State Licensing Exam (Spec Ed) Principal Eval of Perf Employer Survey	Employer Survey	Employer Survey
	Conceptual Framework	Completer Survey	Completer Survey	Completer Survey	Completer Survey	Employer Survey Completer Survey	Employer Survey Completer Survey

## **Construct**

Designed as a cohesive, integrated, and ongoing system, the Education Unit Assessment System is based on the belief that program and unit effectiveness rely upon having established and broadly known outcomes that can be measured both as candidates move through the various stages of their educational experiences and as they apply their training in professional settings. Community practitioners serve as essential partners as the programs and unit establish outcomes and the processes for monitoring the attainment of those outcomes.

The Education Unit Assessment System includes both tools for measuring candidate performance on standards and processes for faculty and stakeholders to use performance data to monitor and improve program effectiveness. To ensure the production of meaningful data, attention is given to the following:

**Fairness** - The curriculum for each program is intentionally mapped to national, state, and local program standards. As a result, all standards are adequately covered in an ongoing format that builds candidate understanding and proficiency. Course syllabi link standards to course objectives and course learning experiences, with candidate proficiency based on direct assessment of those standards. In each course with a Key Assessment, it is expected that all students will complete the Key Assessment as part of course requirements. To assure fairness, program and course expectations are published for access by all candidates in the program

**Freedom from Bias** – Every effort must be made to ensure that all components of the Unit Assessment System are free of language, processes, or conditions that introduce sources of bias or adversely affect candidate performance. Students registered with the Services for Students with Disabilities may be approved for accommodations during the assessment process.

**Accuracy** - Instruments that are employed unit-wide have been evaluated for content validity using panels of experts in the field – primarily practicing teachers. They were asked to evaluate each item on the assessment as being essential to the profession, useful but not essential, or not at all useful. Key Assessments in specific programs are intended to measure candidate performance on standards. The format of each assignment and the descriptors on the rubric used to score that assignment measure what is stated as the purpose of the assessment. Grading rubrics have been shared with our Unit Advisory Council as a way to receive input on their accuracy of measurement.

**Consistency** - Grading rubrics that are used for the unit have been evaluated for reliability. In addition, Cooperating Teachers, University Supervisors, and faculty members have engaged in processes to calibrate understanding and scoring. Using techniques such as the creation or identification of exemplars, collaborative scoring, multi-rater scoring, or blind scoring, faculty and staff improve consistency for scoring candidate performance.

To build and maintain accuracy and consistency in the Education Unit Assessment System, faculty members are encouraged: 1) to research additional assessment tools and processes that have been shown to be of high quality; 2) to review their assessment tools on a continual basis in order to ensure that they

are free of bias; and 3) to engage in efforts that build accuracy and consistency within assessment practices.

As SPA standards change or educational research reveals changes in our thinking about best practices, program faculty are expected to update the Education Unit Assessment System and/or specific assessments within the system. Grading rubrics developed are shared among and between program faculty as a way to maximize feedback and quality. Program faculty and unit staff work diligently to develop tools and practices that will produce information helpful in making professional decisions related to unit and program effectiveness.

### **Process for Monitoring Program Quality and Unit Operations**

The Continuous Improvement Annual Cycle reflects the ongoing nature of assessment practices over the course of the calendar year. Data are housed in data management systems, such as Taskstream and Qualtrics, to enable disaggregated program analysis and aggregated multi-program or unit analysis. Each portion of the cycle includes the collection and analysis of data for the purpose of program and/or unit improvement, with results being shared with professional community representatives in discussions that consider possible changes to improve program completion performance in their professional roles. Changes are incorporated into the Unit-wide and Key assessments, and the impact of those changes are evaluated during subsequent applications.

#### Program Meetings and Unit Operations Meetings

Through established meeting schedules, program faculty and unit staff analyze data from each of the transition points in search of patterns in student performance that need attention. Internal data sources (e.g., Key Assessment reports, unit data reports) and external sources (e.g., surveys, principal evaluations) are analyzed and actionable responses formulated. These conversations and decisions are recorded in After Action Reviews (AARs; see Appendix B) or in meeting minutes. The goal is to enhance programs and unit operational effectiveness. Through a series of meetings with the following groups, action plans are shared and revised as needed based upon stakeholder input.

#### Teacher Education Council

The Teacher Education Council (TEC; composed of unit faculty and other Purdue Fort Wayne faculty) meets at least once per semester to provide coordination of unit program content so that program graduates meet all standards-based requirements. Additional meetings occur as necessary with the entire group or with specific content areas to address particular issues or concerns.

#### Unit Advisory Council

The Unit Advisory Council (UAC; composed of representatives of the unit faculty and community education practitioners) meets at least twice per year to promote a mutually beneficial exchange of information between the unit and P-12 educators so that unit graduates are equipped to be effective in their professions.

As needed, additional task forces including community-based educational practitioners are convened to accomplish specified purposes.

### **Evaluation of the UAS**

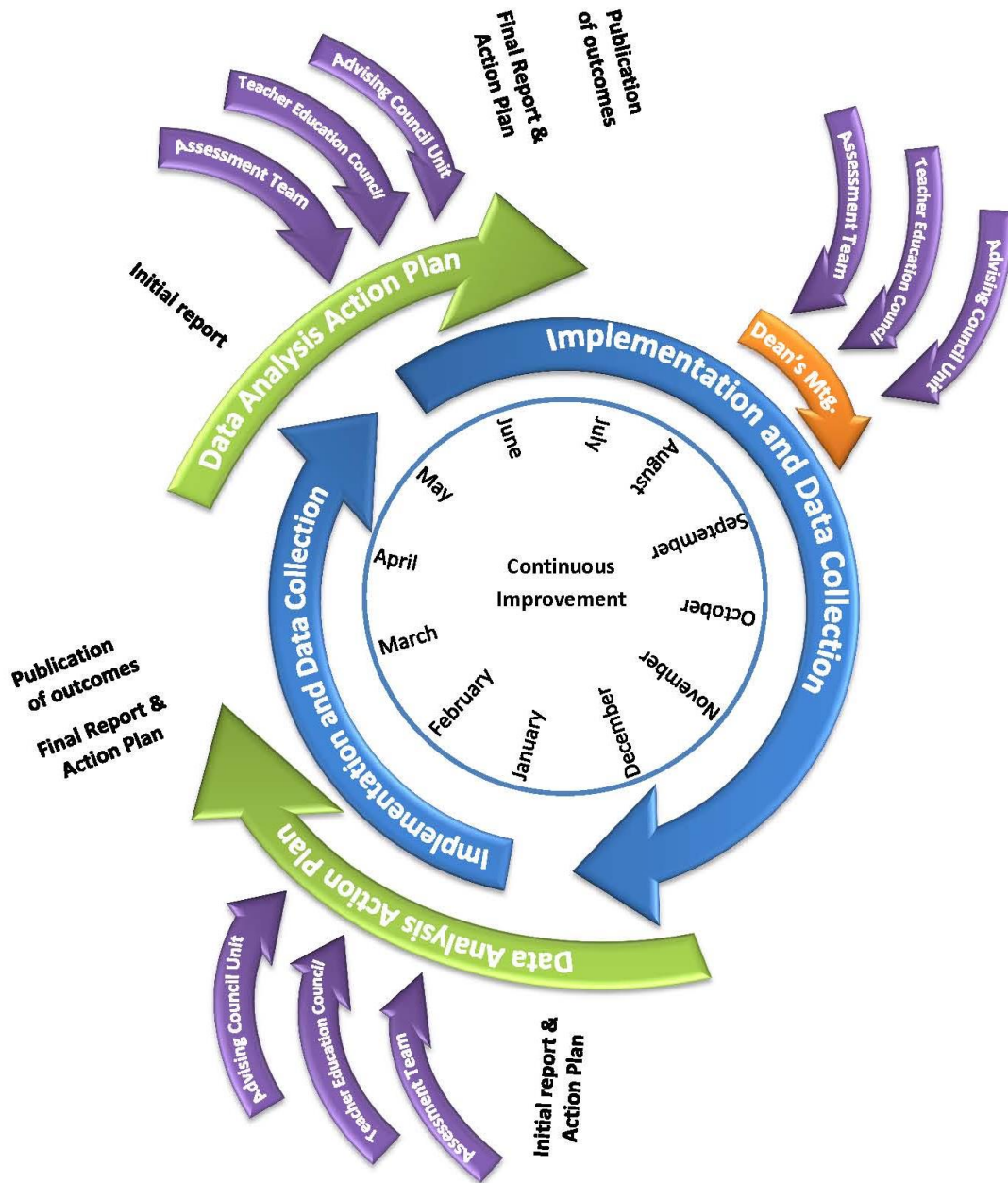
Three levels of UAS evaluation occur simultaneously as:

- program faculty routinely examine the quality of their assessment tools and practices, working diligently to ensure fairness, consistency, and freedom from bias so that data accurately reflect program quality;
- community-based education practitioners suggest changes to tools and/or practices in order to ensure that programs are aligned to intended outcomes; and
- the Office of the Dean uses both program and unit data to identify issues and suggest solutions to the Education Unit Assessment System so that it continues to provide meaningful information to measure program and unit outcomes.

Preparation for the next full accreditation visit and annual reporting required by CAEP assure that practices continue to comply with accreditation requirements.



# Appendix A: Education Unit Continuous Improvement Annual Cycle



## Appendix B: Education Unit After Action Review (AAR)

Program:

Action Item:

Meeting Date:

Participants:

Data/Background Information	
Key Discussion Points	
Key Decisions	
Action Steps, Timeline, Responsibilities	
Good Ideas to Remember	

Sample questions for conducting an effective AAR:

1. From the data, what did we learn about individual student performance?
2. From the data, what did we learn about how the curriculum impacts student performance?
3. From our data and experience, what did we learn about the assessment system?
4. Based on analysis of data and our experience, what changes need to be made to the curriculum? To the assessment system?
5. What has been the impact of changes made as a result of previous AAR decisions? Are further changes necessary?

## Appendix C: Initial Standards



### 2013 CAEP Standards

*excellence in educator preparation*

#### Standard 1. Content and Pedagogical Knowledge

**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.**

##### *Candidate Knowledge, Skills, and Professional Dispositions*

*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.*

##### *Provider Responsibilities:*

*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.*

*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).*

*1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).*

*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.*

#### Standard 2. Clinical Partnerships and Practice

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.**

##### *Partnerships for Clinical Preparation:*

*2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share*

accountability for candidate outcomes.

### ***Clinical Educators:***

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

### ***Clinical Experiences:***

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

## **Standard 3. Candidate Quality, Recruitment, and Selectivity**

**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.**

### ***Plan for Recruitment of Diverse Candidates who Meet Employment Needs:***

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

### ***Candidates Demonstrate Academic Achievement:***

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state- normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50<sup>th</sup> percentile standard for writing will be implemented in 2021. As an alternative to cohort average performance on a nationally- or state-normed writing assessment, the EPP may present evidence of candidates' performance levels on writing task similar to those required of practicing educators.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if

any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate “top 50 percent” proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

### ***Additional Selectivity Factors:***

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

### ***Selectivity During Preparation:***

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

### ***Selection At Completion:***

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 fields 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 licensure 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. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

## **Standard 4. Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

### ***Impact on P-12 Student Learning and Development:***

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

### ***Indicators of Teaching Effectiveness:***

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

### ***Satisfaction of Employers:***

4.3. *The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.*

***Satisfaction of Completers:***

4.4 *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

## **Standard 5. Provider Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.**

***Quality and Strategic Evaluation:***

5.1 *The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.*

5.2 *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

***Continuous Improvement:***

5.3. *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

5.4. *Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.*

5.5. *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

## Appendix D: Advanced Standards



*excellence in educator preparation*

### 2016 CAEP Standards for Advanced Programs

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#### Standard A. 1. Content and Pedagogical Knowledge

***The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.***

##### ***Candidate Knowledge, Skills, and Professional Dispositions***

*A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:*

- *Applications of data literacy;*
- *Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;*
- *Employment of data analysis and evidence to develop supportive school environments;*
- *Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;*
- *Supporting appropriate applications of technology for their field of specialization; and*
- *Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.*

*Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.*

##### ***Provider Responsibilities:***

*A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].*

#### Standard A. 2. Clinical Partnerships and Practice

***The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.***

##### ***Partnerships for Clinical Preparation:***

A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

### ***Clinical Experiences:***

A.2.2. The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

## **Standard A. 3. Candidate Quality and Selectivity**

***The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.*** Admission of Diverse Candidates Who Meet Employment Needs:

A. 3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

### ***Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully***

A. 3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP- administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50<sup>th</sup> percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

As an alternative to cohort average performance on a nationally- or state-normed writing assessment, the EPP may present evidence of candidates' performance levels on writing tasks similar to those required of practicing educators. EPPs continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.

### ***Selectivity During Preparation:***

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.



### ***Selection at Completion:***

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

## **Standard A. 4. Program Impact**

***The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.***

### ***Satisfaction of Employers:***

A.4.1 The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

### ***Satisfaction of Completers:***

A. 4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

## **Standard A. 5. Provider Quality Assurance and Continuous Improvement**

***The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.***

### ***Quality and Strategic Evaluation:***

A.5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

A.5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

### ***Continuous Improvement:***

A.5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes.

A.5.4. Measures of advanced program completer outcomes, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.

A.5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and

*community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

*CAEP is accrediting an EPP, and an EPP should only be required to respond to Standard 5 once—not separately for initial and for advanced preparation. That is:*

- When its documentation would include measures used in advanced preparation along with other multiple measures used in initial preparation.*
- When it documents the quality of its data (for component 5.2), it would include measures used in advanced preparation.*
- When it documents continuous improvement efforts (for component 5.3), its self-study report would include measures and their use in continuous improvement from advanced preparation programs.*
- When the EPP documents stakeholder involvement (for component 5.5), information on advanced preparation is included along with that on initial preparation.*

*If an EPP conducts advanced preparation programs only, then it would document 5.1, 5.2, 5.3, 5.4, and 5.5 for those programs alone.*

***This document was amended by the CAEP Board of Directors in  
December 2018.***