



**GUIDELINES ON CAEP PROGRAM
REVIEW WITH FEEDBACK [2018]
INITIAL LICENSURE PROGRAMS**

[For use by EPPs with site visits starting in fall 2019]

Guidelines for CAEP Program Review with Feedback Option (For evidence on CAEP Initial Licensure Standard 1)

NOTE: *These guidelines are for educator preparation provider (EPP) submissions under the CAEP Program Review with Feedback option only.*

The purpose of the CAEP Program Review with Feedback option is to allow providers the opportunity to submit their program level evidence (assessments, data, and analysis for each licensure program) prior to and in preparation for self-study reporting for CAEP Standard 1.

The guidelines will be used by EPPs preparing for site visits beginning in fall 2019. The EPP will provide evidence disaggregated by licensure/ certification program for instruments evaluating candidates' entry level competency in the InTASC categories that are integral of the CAEP Standard 1 concepts—the learner and learning; specialty field content knowledge and content pedagogical knowledge; applications of that knowledge in instructional practice; and professional responsibilities for initial teaching. Evidence will also include candidates' ability to use research and evidence to measure student's progress, college- and career-readiness, ability to use technology, and diversity.

A panel of content area specialists will review the reports and provide feedback to the EPP on the readiness of the evidence for CAEP Standard 1. The feedback received from CAEP Program Review with Feedback, and any subsequent EPP actions taken in response to that feedback, should be included in the Self-Study report, as a case for addressing CAEP Standard 1, overall.

The timeline for the adoption of the guidelines for EPPs is as follows:

Fall 2019 site visits: *One-year out review report due by September 1, 2018 (optional—EPP may choose to submit evidence as part of the self-study report).*

Spring 2020 site visits: *One-year out review report due by March 1, 2019 (required)*

Fall 2020 site visits: *One-year out review report due by September 1, 2019 (required)*

Spring 2021 site visits: *One-year out review report due by March 1, 2020 (required)*

Fall 2021 site visits: *Two-years out review report due by September 1, 2019 (required)*

Spring 2022 site visits: *Two-years out review report due by March 1, 2020 (required)*

Fall 2022 site visits: *Two-years out review report due by September 1, 2020 (required)*

** Due date for fall visits will be September 1 and due dates for spring visits will be March 1.*

Instructions on compiling evidence for CAEP Program Review with Feedback option reports

COVER SHEET

1. Institution Name
2. State
3. Is your Educator Preparation Provider (EPP) seeking-
 - a. CAEP accreditation for the first time or after a lapse in accreditation (initial accreditation)
 - b. Continuing CAEP accreditation (reaccreditation: continuous national accreditation with no lapse in status)
4. Site visit semester (Semester, Year)
5. Program Review semester (Semester, Year)
6. Report Preparer's Information
 - a. Name
 - b. Phone-ext
 - c. Email
7. CAEP Coordinator's Information
 - a. Name
 - b. Phone-ext
 - c. Email
8. Name of licensure or certification program(s) included on this report (List to match EPP catalog)
9. Title(s) of the state license for which candidates are prepared in each licensure program reported (referred in #8)
10. Does your state require licensure testing for candidates in the licensure programs listed in #8?
 - a. Yes
 - b. No
11. Degree or award level of licensure or certification program
 - a. Baccalaureate
 - b. Post Baccalaureate
 - c. Master's
 - d. Post Master's
 - e. Specialist

12. Is one or more program listed in #8 offered at more than one site?

- a. Yes
- b. No

13. If your answer is “yes” to above question, list the sites at which the program is offered.

14. For each program listed in #8, indicate how courses are offered:

- a. On campus
- b. Online
- c. Hybrid

SECTION I - CONTEXT

Providers using tables, data charts, and/or graphics to provide evidence for addressing the CAEP Standard are advised to upload these documents as separate files in the accreditation management system. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

1. Describe any state and/or institutional policies that outline the requirements of the initial licensure program. Discuss if the policies are applicable across all Initial Licensure programs, or if there are exceptions.
2. Describe field and clinical experiences required for each program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Discuss if the expectations are uniform across all Initial Licensure programs, or if there are exceptions.
3. **Candidate Information:** Provide candidate and completer information for each program for three years, beginning with the most recent academic year. Table 1 below can be used as a sample for reporting. Update academic years (column 3) as appropriate for your data span. Create additional tables as necessary.

Table 1

Program Name	Site	Academic Year	# of Candidates Enrolled	# of Program Completers ¹

¹ CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

SECTION II – Documentation of Assessments as Evidence

A. **General Instructions on Providing Evidence: CAEP Review with Feedback Option**

- Provide two cycles of data collected from each evaluation instrument, beginning with the most recent application (*at time of self-study reporting/ addendum to the Formative Feedback Report/ site visit EPP will provide three cycles of data as evidence for CAEP Standard 1*).
- Report the data disaggregated by degree levels and program tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate), and by licensure areas (Spanish, French, Chinese, Chemistry, Biology, Earth Science, etc.) that are being addressed in a report.
- Assessment data should be disaggregated for branch campuses and/or on-line programs only if the program is distinct from the other programs in the same licensure area offered by the EPP. Otherwise, the data and evidence from multiple sites are aggregated within respective specialty areas of study.
- EPP-created assessments will use the [CAEP Evaluation Framework](#) for documentation of evidence.
- The assessments must demonstrate candidates' entry level competency in the InTASC categories that are integral of the CAEP Standard 1 concepts—the learner and learning; specialty field content knowledge and content pedagogical knowledge; applications of that knowledge in instructional practice; and professional responsibilities for initial teaching in each licensure or certification area. Such evidence will include candidates' ability to use research and evidence to measure student's progress, college- and career-readiness, ability to use technology, and diversity, which are integral of the four InTASC categories.

The CAEP concepts are derived from and directly aligned with the InTASC categories (see component 1.1), so those categories and the InTASC standards that comprise them can be used to provide additional contextual information about the scope of the concepts.

[InTASC standards with their related descriptions, together with indicators of performances, essential knowledge and critical dispositions, are available here:

https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

- The key assessments should be required of all candidates in the program reported on this form.
- Assessments, scoring guides/rubrics and data charts should be aligned with the CAEP Standard 1 components addressed to meet the concepts of learner and learning, content and content pedagogical knowledge, instructional practice, and professional responsibilities for educators in each licensure area.
- This means that the concepts in the standards should be apparent in the assessments and in the scoring guides/rubrics to a depth, breadth, and specificity that aligns with relevant aspects of the InTASC standards.
- Data tables should also be aligned with the Standard 1 concepts.
- Data should be presented, in general, at the same level it is collected rather than being reported as a cumulative score.
- In the description of each assessment below, organize the assessments into the following areas to be aligned with the key concepts in CAEP Standard 1:

- Evidence of deep understanding of the critical concepts and principles of the discipline as represented through candidates' content and content pedagogical knowledge in each area of licensure or certification
- Evidence of candidates' ability to apply that knowledge in instructional practice in each specialty area (CAEP Standard 1 component on research and use of evidence through assessment, planning of instruction for diverse learners, and use of instructional strategies including technology)
- Evidence of understanding of learner and learning (CAEP Standard 1 component on learner development, learning differences, and learning environments)
- Evidence of professional responsibility (CAEP Standard 1 component on professional learning and ethics, leadership, and collaboration)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

B. Instructions on Documenting Assessments:

For each assessment, the compiler should prepare one document that includes the following items:

- a) The assessment tool itself or a rich description of the assessment. The description may vary by specialty area, while the evaluation criteria remain the same for the common assessments. Provide a brief description of the assessments' use in the program. This is often the instructions provided to candidates
- b) A description of how this assessment specifically aligns with the standards it is cited for in Section II. Cite Standard 1 concepts explicitly
- c) The scoring guide/rubric for the assessment (by specialty licensure program)
- d) Data charts that provide candidates' performance data derived from the assessments (disaggregated by specialty licensure program);
- e) A brief analysis of the data findings (by specialty licensure program) including:
 - i. how that data provides evidence of candidates' mastery of the InTASC criteria
 - ii. how the data are used for making program improvement

In this section, list the proprietary or EPP-created assessments that are being submitted as evidence for meeting the key CAEP Standard 1 concepts. There is no minimum number of EPP-created or proprietary assessments that may be used for CAEP Program Review with Feedback option.

If your state does not require a licensure test in the content area, you may substitute an assessment that documents candidate attainment of content knowledge. For each assessment, indicate the name, the type of the assessment, whether it is EPP-created or proprietary, and when it is administered in the program.

It is possible that one assessment applies to multiple concepts and components under CAEP Standard 1.

1. Assessment information may be tabulated as follows:

Table 2:

Assessment Name and Number	Possible key Concept and Standard 1 Components addressed (as noted in Table 3)	Possible InTASC categories and standards addressed (as noted in Table 3)	Type of Assessment	EPP-created or Proprietary	Time of Administering the Assessment

Table 3

[Provide evidence for each licensure program. Disaggregated data for each assessment by licensure program to demonstrate alignment with CAEP and InTASC standards]:

Alignment of key concepts and components of CAEP Standard 1 and the InTASC categories and Standards

CAEP Standard 1: Key Concepts	CAEP Standard 1 Components	InTASC Standards
Deep understanding of the critical concepts and principles of their discipline	Components 1.1, 1.3, 1.4	InTASC category of content: InTASC Standards 4, 5
Ability to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards	Components 1.1, 1.2, 1.3, 1.4	InTASC categories of the learner and learning + instructional practice: InTASC Standards 1, 2, 3, 6, 7, and 8
Ability to apply technology standards in instruction	Component 1.5	InTASC categories of content + instructional practice: InTASC Standards 5, 6, 7, and 8

SECTION III—Utilizing Program Level Findings to Document Continuous Programmatic Improvement

Describe what changes or additions have been made to your program (by licensure area and across licensure areas) based on the analysis of the evidence regarding the following:

1. Candidates’ knowledge of content
2. Candidates’ ability to understand and apply pedagogical and professional knowledge, skills, and dispositions
3. Candidates’ effects on student learning