

CAEP EPP Assessment Audit Template

(CAEP Accreditation Manual, February 2015, Steps for preparing the Selected Improvement Self-Study Report, p. 53; CAEP Standard Components, 2015, <http://caepnet.org/standards/introduction>)

CAEP Standard #1 Content and Pedagogical Knowledge					
Standard Component	Evidence/ Assessment Instrument	Schedule: -Implementation -Reporting -Review -Administrations	Use of Data	Validity/Reliability Evidence	Applicable CAEP Assessment Review Criteria
<p>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.</p>	<p><i>Example</i></p> <p>Licensure Exams (proprietary instrument)</p>	<p><i>Example</i></p> <p>Implementation: Externally managed Reporting: Manual extraction by staff via testing company's online reporting tool. Data extracted September 1 for previous academic year. Data inserted into SPA Assessment 1 files and Self-Study Report Licensure Exam file. Review: September of even years for programs, and Fall odd years for EPP level data. Administrations: AY 2015-16 preliminary data; AY 2014-2015 and 2013-2014 final data; Results prior to AY 2013-2014 available, but include results from</p>	<p><i>Example</i></p> <p>Program Evaluation: Sub-scale pass rates by content and professional knowledge test to evaluate preparation, areas for curricular improvement, and additional test prep support needed by candidates Comparison: Utilizing report, Table D2.xls provided by Pearson for Title II, State Average Pass Rate (overall) and State Average Pass Rate and Scaled Score by Exam can be listed as a basis for comparison</p>	<p><i>Example</i></p> <ul style="list-style-type: none"> • <i>During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?</i> AEPA/NES Licensure exams are a requirement for initial teacher certification by the state of Arizona and the exams vary by certificate (see http://www.aepa.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html). • <i>Who uses the assessment and how are the individuals trained on the use of the assessment?</i> NAU has a Test Preparation Center that supports candidates both in terms of content knowledge and test taking skills in relation to the licensure exams. The director of the Test Preparation Center extract sub-scale data collected between September 1st and August 31st of each year and this candidate data is provided in September to faculty by program for review. • <i>What is the intended use of the assessment and what is the assessment purported to measure?</i> The AEPA/NES licensure exams are purported to measure candidate content knowledge and professional knowledge and skills for the various certificate areas. The sub-scale results are compared with other related performance assessment data for trends related to strengths and learning gaps. This analysis is used to determine areas for improvement in relation to courses and the overall programs of study. Aggregated results are also reported as part of the federal Title II report and overall areas of strengths and concerns are discussed by the NAU Professional Education Programs Coordinating Council. • <i>Validity:</i> The AEPA/NES licensure exams are nationally developed exams. For each exam, a summary of the content domains, types of questions, approximate number of questions, and percentage of total test score derived from each content domain. The AEPA Faculty Handbook discusses the test development process and validation of the exams on pages 9-11 (see http://www.aepa.nesinc.com/Content/Docs/AZ_Faculty_Manual.pdf) 	<p><i>Example</i></p> <p>Data are disaggregated by licensure area</p> <p>Evidence is provided directly informing on candidate proficiency for each of the four InTASC categories</p> <p>At least two cycles of data are provided</p> <p>At least one comparison point is available for analysis</p>

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		previous state licensure exams.		<ul style="list-style-type: none"> <i>Reliability:</i> Again, the AEPA/NES licensure exams are nationally developed exams. The AEPA Faculty Handbook discusses bias prevention, test administration, and test scoring on pages 10-11 (see http://www.aepa.nesinc.com/Content/Docs/AZ_Faculty_Manual.pdf) 	Data charts are clearly labeled
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					

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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.					

CAEP Standard #2 Clinical Partnerships and Practice					
Standard Component	Evidence/ Assessment Instrument	Schedule: -Implementation -Reporting -Review -Administrations	Use of Data	Validity/Reliability Evidence	Applicable CAEP Assessment Review Criteria
2.1 Partners co-construct mutually beneficial P-12					

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<p>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</p>					
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<p>across clinical and academic components of preparation; and share accountability for candidate outcomes.</p>					
<p>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</p>					

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<p>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.</p>					
<p>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</p>					

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<p>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</p>					
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learning and development of all P-12 students.					
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CAEP Standard #3 Candidate Quality, Recruitment, and Selectivity					
Standard Component	Evidence/ Assessment Instrument	Schedule: -Implementation -Reporting -Review -Administrations	Use of Data	Validity/Reliability Evidence	Applicable CAEP Assessment Review Criteria
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					

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<p>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.</p>					
<p>3.2 REQUIRED COMPONENT: 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</p>					

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<p>whose preparation begins during an academic year.</p>					
<p>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</p>					

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<p>factors predict candidate performance in the program and effective teaching.</p>					
<p>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</p>					

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<p>knowledge, pedagogical skills, and the integration of technology in all of these domains.</p>					
<p>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.</p>					
<p>3.6 Before the provider recommends</p>					

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<p>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.</p>					
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CAEP Standard #4 Program Impact

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Standard Component	Evidence/ Assessment Instrument	Schedule: -Implementation -Reporting -Review -Administrations	Use of Data	Validity/Reliability Evidence	Applicable CAEP Assessment Review Criteria
<p>4.1 REQUIRED COMPONENT 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</p>					

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<p>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.</p>					
<p>4.2 REQUIRED COMPONENT T he provider demonstrates, through structured and validated observation instruments and/or student surveys that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences</p>					

were designed to achieve.					
4.3 REQUIRED COMPONENT 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.					
4.4 REQUIRED COMPONENT The provider demonstrates, using measures that result in valid and reliable					

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<p>data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>					
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CAEP Standard #5 Provider Quality, Continuous Improvement, and Capacity					
Standard Component	Evidence/ Assessment Instrument	Schedule: -Implementation -Reporting -Review -Administrations	Use of Data	Validity/Reliability Evidence	Applicable CAEP Assessment Review Criteria
<p>5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.</p>					

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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.					
5.3 REQUIRED COMPONENT The provider regularly and systematically assesses performance against its goals and relevant standards,					

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<p>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.</p>					
<p>5.4 REQUIRED COMPONENT 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</p>					

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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.					