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Director of Accreditation, SI and TI Pathways

And

Mr. Richard Rice,
Accreditation Associate
Purpose of the Presentation

To provide an overview of the CAEP accreditation review process under the Transformation Initiative Pathway
Objectives

• Understand steps of the review process
The CAEP Pathway of TI...

The Transformation Initiative (TI) pathway emphasizes a formal research study that advances and informs the field.
TI Timeline/Plan

Process-at-a-glance…
Transformation Initiative

step 1

EPP
- Application
  - Prepare, online
  - Submit, online

CAEP
- Application
  - Consults
Selected Improvement

step 2

EPP
• Submit
  • Assessments
  • Scoring guides

CAEP
• Review
  • Assessments
  • Scoring guides
  • Experts…Feedback
Transformation Initiative

**step 3**

**EPP**
- Proposal Submission
- CAEP Workshops
- Submit TI Proposal, up to 5 years of accreditation visit

**CAEP**
- Proposal Submission
- CAEP Review TI RFP
- Return revisions/resubmissions
- Council, approves and/or revisions
Transformation Initiative

**step 4**

### EPP
- Call-for-comments
- 8 months, site visit
- Provider, call-for-comment announcement
- All specified parties

### CAEP
- Call-for-comments
- Place spring/fall visits on website
- Uploaded in AIMS
- Notify provider
Transformation Initiative Plan (TIP)

1. Proposal
   - Significance of the Project
   - Quality of the Research Design

2. Self-study Report
   - Progress Report
TI Proposal

- Significance of the Project
- Quality of the Research Design
Characteristics of Research

- Originates with a question or problem
- Requires clear articulation of a goal
- Requires a specific plan of proceeding
- Usually divides the principal problem into manageable sub-problems
- Is guided by a specific research problem, question, or hypothesis
- Accepts certain critical assumptions
- Requires the collection and interpretation of data
Statement of the Problem

- State the problem clearly and completely
- Think through the feasibility of the project that the problem implies
- Say precisely what you mean
- State the problem in a way that reflects an open mind about the its solution
- Absolute honesty and integrity are the rule
Purpose of the Study

- **Basic research**
  - Intended to enhance basic/prior knowledge
  - Shed further understanding

- **Applied research**
  - Intended research to address issues that have immediate relevance to current practices
  - Intended to human decision making about practical problems
A Review of Literature is the *most* important part in research

- It identifies, describes, evaluates, and summarizes the current information in your field.

- It presents and analyzes the empirical and theoretical sources covering variables.
Evaluating, organizing, and synthesizing the Literature

- **Determine** if conclusions are justified based on data presented
- **Organize** the idea(s) you encounter
- **Synthesize** what you learn:
  - Compare and contrast varying theoretical positions
  - Show how approaches to topic have changed
  - Describe general trends
  - Identify and explain discrepant or contradictory findings
  - Identify general themes that run throughout the literature
Writing a clear and cohesive literature review

- Have plan...
- Emphasize relatedness
- Review literature...don’t reproduce it
- Summarize what was said

- Give credit where credit is due
Hypothesis and/or Research Q

- Hypothesis are essential to experimental research
- Research questions are more common in qualitative research

Both Provide:

Guidance to data collected

How data should be analyzed and interpreted

Provide a position from which the researcher may initiate exploration

Act as checkpoints from which to test findings
The Methods or Procedures are the *heart* of research

- The Design
  - The *methodological* steps to answer RQs or test hypothesis
  - Indicate the *variables* researcher proposes to control
  - Indicate the *variables* researcher proposes to randomize
Methods and Procedures

• **Sampling** = internal and external *validity*
  • Criteria for selecting of sample
  • Characteristics of sample
  • Procedures for obtaining consent and confidentiality
  • *Representative, of “group” to generalize*

• **Instrumentation**
  • Outline instrumentation proposed to use
  • Outline procedures to be followed to develop and test reliability and validity, *pilot study*
Methods and Procedures

- **Data Collection**
  - Outline a general plan for data collection
  - Specific procedures, triangulation
  - A time schedule

- **Data Analysis**
  - Provide rationale for use of the design, methodology, and analysis
• **Delimitations** are research statements about what the researcher is **not going to do**

• **Limitations** are the **limits of the methods** use to explore question

• **Assumptions** are the **beliefs brought** to a study that we accept as valid
Significance of the Study

• Indicate how research will **extend** existing knowledge within the profession

• Study has **two potential** audiences

• Think about **Implications**
Significance of the Study

When thinking about the significance of study, ask the following types of questions:

- Will results influence programs, methods, and/or interventions?
- How will results of study be implemented and/or what innovation(s) will come about?
- What will results mean to the practicing educator(s)?
- Will results influence education policy decisions?
Conclusion...Reaffirm

Last Chance...

• The conclusion ties everything together and leaves the readers with the sense that a valid argument has been presented and supported by relevant research.
Go Over...

- To remind readers how the research, supported research question or hypothesis.
- Restate research question in conclusion.
  - Do not repeat the research question verbatim…
- Remind readers of the purpose of research
In the conclusion, illustrate how the pieces of research fit together and work to support research question or hypothesis.

- Do reiterate the most important aspects of the research covered.
- Do not add completely new research to the concluding paragraph.
Transformation Initiative

step 4

EPP

• Call-for-comments
  • 6 to 8 months, site visit
  • Provider, call-for-comment announcement
  • All specified parties

CAEP

• Call-for-comments
  • Place spring/fall visits on website
  • Uploaded in AIMS
  • Notify provider
## Transformation Initiative

### step 5

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| • TI Self-Study Report  
  - 8 months to site visit  
  - Provider submits TI self-study report, AIMS  
  - TI proposal progress | • TI Self-Study Report  
  - 2 +/- months CAEP Visitor Team review  
  - 2 +/- weeks Team’s Formative Feedback Report (FFR), AIMS |
TI Timeline/Plan

Process-at-a-glance…
Overview of Provider

The context of the Provider

- Age, history, framework, and distinctive features;
- Demographics, profile, and/or structure of institution and the provider;
- Provider’s place in the institution;
- Preparation characteristics, requirements of program;
- The vision, mission, and goals of provider;
- The local, state, national (or international) employment of completers;
- Policy(ies) that shape the program
Standards

- Standard 1 – Content and Pedagogical Knowledge
- Standard 2 – Clinical Partnerships and Practice
- Standard 3 – Candidate Quality, Recruitment, and Selectivity
- Standard 4 – Program Impact
- Standard 5 – Provider Quality Assurance and Continuous Improvement
Diversity

Cross-Cutting Theme...

Diversity

Incorporation of multiple perspectives, respect and responsiveness to cultural differences, and understanding of their own frames of reference

Standard 1

- Emphasizes “all students” must demonstrate skills and commitment that provide all P-12 students access to rigorous college and career ready standards
Diversity

Standard 2

- Clinical experiences that prepare candidates to work with all students

Standard 3

- Providers committed to outreach efforts to recruit a more able and diverse candidate pool
Technology

Cross-Cutting Theme...

Incorporation of technology to improve teaching effectiveness, enhance instruction, and manage student and assessment data while engaging students in the application of technology to enhance their learning experiences.

Standard 1

- Endorses InTASC teacher standards
- Providers are to “...ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improving learning and enrich professional practice.”
Technology

Standard 2

- Technology-enhanced learning opportunities
- Appropriate technology-based applications
- Technology based collaborations

Standard 3

- Candidates integrate technology into all learning domains
Areas for Improvement

AFIs from Previous Review

- Rationales serve two purposes:
  1. Assisting the EPP to improve practice
  2. Guiding the Accreditation Council in determining if a standard is met or not met

- Received Action Letter
- Received Action Report

- Respond to cited Areas for Improvement (AFIs)
Transformation Initiative

**step 6**

**EPP**
- **Self-Study Addendum**
  - Submit response and supplemental evidence to Formative Feedback Report,
  - Scheduled on-site visit, 60 days

**CAEP**
- **Self-Study Addendum**
  - Visiting Team reviews
  - Prior to on-site visit
Transformation Initiative

**step 7**

**EPP**
- Site Visit
  - Work with Team Lead
  - Schedule, interviews and observations
  - Requested, pre-visit and/or FFR

**CAEP**
- Site Visit
  - Team verifies evidence
  - Formulate questions for visit
  - Team prepares site-visit report
    - Evaluation of TI proposal plan
    - Prepare/submit final site-visit report, 4 weeks after
Transformation Initiative

step 8

EPP

- Provider Response
  - On-site report posted, within 7 days
  - Provider responds to accuracy of on-site visit report, within 2 weeks
    - *Factual corrections*

CAEP

- Provider Response
  - Team Lead receives *factual corrections*
  - Affirms to site visit report, or reverses
  - Response posted in AIMS, within 7 days
Transformation Initiative

step 9

EPP

• TI Commission, Initial Review (Accreditation)
  • Optional attendance
  • Provider and/or state representative attend meeting

CAEP

• TI Commission, Initial Review
  • Panel reviews documentation
  • **Affirm** AFIs or Stipulations, if any, *recommendations*
    • Recommendations regarding standards, met or not met
Transformation Initiative

step 10

EPP
- Joint Review (Accreditation)
- No action

CAEP
- Joint Review (Accreditation)
- Panel reviews documentation
- Accepts Initial Review Panel recommendation, or revises
  - Recommendations regarding standards, met or not met
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Transformation Initiative

step 12

EPP

- Public Announcement
  - Provider accepts or appeals CAEP’s action, within 30 days
  - Appeals, adverse decision, denial or revocation of accreditation

CAEP

- Public Announcement
  - Announces accreditation/probation decisions
  
  - Send certification of accreditation

  or

- Schedule probationary visit
Transformation Initiative

step 13

EPP

• Reconsideration
  • Petition for reconsideration
  • Accreditation with stipulations or probation

CAEP

• Reconsideration
  • Chair and Vice Chairs, determine sufficient merit to submit request
    • Advised by CAEP staff
Transformation Initiative
step 14

EPP
• Appeals Process
  • Submit an Appeals Petition
  • Initiates appeals process

CAEP
• Appeals Process
  • Decision, if to deny or revoke of accreditation, provider appeals decision
Transformation Initiative,
step 15

EPP
- Annual Report
  - Provider, faculty, submit annual reports in AIMS and fees to CAEP

CAEP
- Annual Report
  - Reports reviewed
  - Feedback provided