Preparing for CAEP Through the Lens of an Early Adopter from an HBCU’s Perspective

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What Will We Discuss Today?

- Overview of the decision process for ASU moving toward CAEP
- Continuous Improvement Plans
- Touch on Standard 3
- Look at the ASU Quality Assurance System
  - Inputs and Outputs
- Role of the External Consultant
- Lessons Learned
- Answer any Questions
Why CAEP?

- Demographics of Alcorn State University
- NCATE Legacy vs. CAEP
- Need for Innovation in Educator Preparation Programs
- Surprises along the Way (quality assurance coordinator)
- Unintended Consequences
Continuous Improvement Plans

- Overzealous– Improvement Plan for each Standard
- Utilized measureable outcomes to insure proper assessment measures
- Complimented by the CAEP Offsite/Onsite Team and the CAEP panel for the quality of the plans
CAEP Standard Three

Candidate Selectivity

I. The EPP will design and implement new higher admission guidelines for all education preparation programs
II. The EPP will create a working budget for the targeted recruitment of highly qualified educator candidates
III. Increase overall quality candidate survey data
IV. Develop an annual report each year specifically focusing on candidate quality
Environmental Scan/Challenges (1 Example)

This is the first official enhancement plan for program impact. It represents our first truly critical look at existing assessment practices based upon the new CAEP standards.
Alcorn State University Quality Assurance System

Continuous Improvement Plan
Alcorn State University
Quality Assurance System

- Collaborating and Reflecting on Continuous Improvement
  - Candidates
  - Programs
  - Faculty
  - EPP Operations

- Identify Performance Expectations
  - Evaluate Performance
  - Collect Data

- Communiiversity Practice and Service
  - Plan for improvement
  - Implement Changes

- Collect Data
  - Develop a Performance Enhancement Plan

- Analyze and Review Data
  - Analyze and Disseminate Data

- Modeling the Use of Technology

- Examining New Ideas and Settings for General Inquiry

Alcorn. Where Knowledge and Character Matter
Identify Performance Expectations

- Curriculum Outcomes Aligned with Standards
  - Graduate
    - National Board of Professional Teachers
    - Mississippi Teacher Performance Standards
  - Undergraduate
    - InTASC
    - Mississippi Teacher Performance Standards
    - Mississippi College and Career Readiness Standards
- Curriculum Mapping
Plan Development

- Developed Assessment Plan
  - Looked at Mission and Goals of the School/Departments and Program
  - Identified Learning Outcomes/Goals
    - Observable
    - Measurable
    - Performance-based
    - Best practices
Data Collection

- Selected an Assessment Platform
  - EduSucceed Platform
  - LiveText
    Professional Development
Analysis and Review of Data

- Quality Assurance System
- Levels of Operation
  - School of Education and Psychology Programs
  - Education Preparation Programs (Initial and Advance)

- Quality Assurance Director
  - Responsibilities
    - Make decisions and provide feedback to individual programs
    - Aide faculty in reviewing Program effectiveness based on aggregate and disaggregate data
    - Guide Program improvements
Performance Enhancement Plan Development

- Communiversity
  - Fairs
    - Support
    - Judges
  - Tutorial
  - Professional Development for P–12 and University Faculty
  - Enrichment activities for P–12 students

- Professional Development Activities
  - Attending Conferences
  - Presenting at Conferences

- Assessment Day
  - Providing time for collaboration on the use of data
  - Using data to inform instruction
  - Providing an environment that addresses non-academic factors that impact student learning
ASU SOEP Quality Assurance System (QAS)

- Modeling the Use of Technology
- Examining New Ideas and Setting for General Inquiry
- Communiversity Practices and Services
- Collaborating and Reflecting on Continuous Improvement
QAS Continuous Improvement Steps

- Tracking In-Service/Pre-Service Teachers
  - Employer Satisfaction Survey
  - M-STAR Evaluations
  - Use Student Data to demonstrate Value-added
  - Tracking Employment

- Electronic Reporting For Clinical and Field Experiences (LiveText)
  - Evaluation of Interns’ Performances
    - Internal
    - External
  - Allowing Interns to complete self-evaluations
  - Evaluation of Clinical Faculty
  - Evaluation of Sites
Role of Consultant

Accreditation Visit Preparation
- Presentation of Data
- Writing/Reviewing
- Objective Input

Continuous Improvement/Fidelity to Standards
- Developing/Refining Processes
- Problem-solving
- Professional Development over time
Start With the Standards

- What are the CAEP standards requiring above and beyond what you are already doing to meet NCATE standards?
- Are there any expectations that you cannot meet or are not sure how to meet prior to your visit?
- Let CAEP standards and identified weaknesses guide your Continuous Improvement Plan.
Problem Solving

Example #1: Proving Validity of Instruments

- Move from face validity to content validity
- Utilize simple content validity evaluations to establish CVR
- Work with faculty to establish policy around CVR expectations for assessments.

Example #2: Addressing Value Added

- Identify your current capabilities and those of your state DOE or IHL
- Cultivate relationships with your local districts (answers likely will be found here)
Fully Engage Faculty

- Involvement + Voice + Outcomes = Faculty Buy-in
What do site visitors look for when examining SPA and/or state approved programmatic reports?

What can we learn from our own SPA reports?
Lessons Learned

- CAEP allows EPP’s opportunities to innovate
- CAEP does not equal one size fits all
- Assessments need to continuously be revisited and revised to insure reliability and validity
- The quality assurance system has to be internalized by all EPP stakeholders
- CAEP fosters continuous improvement
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Q & A