



Council for the  
Accreditation of  
Educator Preparation

## CAEP Standard 4, Program Impact

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# 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.

# What we plan to cover during this hour

- The Commission's "case" for Standard 4
- The main ideas of the standard
- Evidence in the 8 annual reporting measures
  - Stop for comments and questions
- An additional look at evidence and the CAEP phase-in
  - More comments and questions

# The Commission's case

- High performance organizations and results
- Results for teacher preparation are the impact that completers have on the job
- Impact includes:
  - P-12 student learning
  - Effective teaching
- Commission made use of:
  - MET study
  - Baldrige ideas
  - Commissioner's views that educator impact on the job, including P-12 student learning, is the way to judge preparation

# The main ideas in Standard 4—NOTE: these are all about in-service performance

- Multi-dimensional
  - Measure the impact that completers have on P-12 learning (4,1)
  - Effective instruction (4.2)
  - Completer and Employer satisfaction with preparation can provide important feedback to EPPs if it is descriptive of knowledge and skills that were developed during preparation (4.3 and 4.4)
  - Persistence and employment milestones also indicative (4.3)
  - Student surveys can provide accurate information about classroom experiences (4.2)

# Evidence for Standard 4

- EPPs respond to CAEP's January request for EPP annual reporting
  - All of the Standard 4 components are included in that request, and what is reported is included in the self-study
  - CAEP expects to develop standard reporting definitions over time
  - This year we asked for descriptions of the data that are available or that EPPs expect to be available within two years. Analyzing those results.

More to come on evidence, but are there comments or questions?



# What should EPPs be readying for their self-study in addition to the 8 measures?

- Big shift underway in many states to provide some or all of these data. Especially:
  - Teacher evaluations that include:
    - “value added” or other measures of P-12 learning
    - structured observation measures judged with trained reviewers in standardized ways
  - Surveys that provide information about:
    - Completer’s satisfaction with aspects of their preparation
    - Employer’s satisfaction with aspects of their teacher’s preparation
    - Student experiences in the classroom and interactions with teachers



# But not all states provide these data, and even where they do, the data may not include all of an EPP's completers

- EPPs can:
  - conduct their own employer and completer surveys—as has often been the case up to now.
  - collaborate with a local school district that has data from value added measures or structured teacher observation measures or from student surveys
  - plan and undertake “case studies” to document the impacts that candidates have on P-12 students (see CAEP Evidence Guide; attend session \_\_\_\_\_ on case studies)
  - Collaborate with other EPPs to create greater capacity for these studies

# Program Impact

## Phase-in Strategy

Facing challenges and seizing opportunities

*Transition Period (2014 & 2015 visits)*- Present plans (self-study) and progress toward implementation (annual report)

*Two years post-standards required (2016 & 2017 visits)*- Present plans and evidence of implementation (self-study)

# Comments and questions

