



Council for the  
Accreditation of  
Educator Preparation

# Data-driven Continuous Improvement: CAEP Standard 5

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Evidence

## Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development.

The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers.

The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

# Intent and Rationale of Standard 5

A robust quality assurance system ensures continuous improvement by:

- relying on a variety of measures
- establishing performance benchmarks for those measures (with reference to external standards where possible)
- seeking the views of all relevant stakeholders
- sharing evidence widely with both internal and external audiences
- using results to improve policies and practices in consultation with partners and stakeholders

## Intent and Rationale of Standard 5

- The quality of an EPP is measured by the abilities of its completers to have a positive impact on P-12 student learning and development.
- Program quality and improvement are determined, in part, by:
  - characteristics of candidates that the provider recruits to the field **(Standard 3)**
  - the knowledge, skills, and professional dispositions that candidates bring to and acquire during the program **(Standard 3, Standard 1)**
  - the relationships between the provider and the P-12 schools in which candidates receive clinical training **(Standard 2)**
  - subsequent evidence of completers' impact on P-12 student learning and development in schools where they ultimately teach **(Standard 4)**

# Intent and Rationale of Standard 5

Effective quality assurance systems function through a clearly articulated and effective process for defining and assuring quality outcomes:

- Reasons for the selection of each measure and the establishment of performance benchmarks for individual and program performance, including external points of comparison, are made clear.
- Providers show evidence of the credibility and dependability of the data that inform their quality assurance systems, as well as evidence of ongoing investigation into the quality of evidence and the validity of their interpretations of that evidence.
- Providers must present empirical evidence of each measure's psychometric and statistical soundness (reliability, validity, and fairness).
- CAEP encourages providers to develop new models for evaluating and scaling up effective solutions.

## Evidence for Standard 5

All components of a standard should be addressed in some way, but the EPP may give different weight to each component. The focus is on the standard itself, and the EPP evidence should support the standard's holistic and overarching expectation.

An institution is welcome to employ different practices from those described here; in that case, the institution is responsible for showing that it has addressed the intent of that criterion in an equally effective way.

# Standard 5, Component 5.1

## Quality and Strategic Evaluation

The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

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- Coherent set of measures that result in a balance of strengths and weaknesses of individual measures
- Measures applied across programs
- System supports targeted change (e.g., data can be disaggregated by program and/or candidate level as appropriate)

**Pending approval by the CAEP Board of Directors**



# Standard 5, Component 5.1

## Quality and Strategic Evaluation

The provider's quality assurance system is comprised of multiple measures that can monitor **candidate progress**, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

- Evidence for Standard 1
- Evidence for Standard 3—
  - Admission Standards Indicate That Candidates Have High Academic Achievement And Ability
  - Selectivity During Preparation
  - Selection At Completion

**Pending approval by the CAEP Board of Directors**

# Standard 5, Component 5.1

## Quality and Strategic Evaluation

The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, **completer achievements**, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

- Evidence for Standard 4 (**subject to phase-in schedule**)—
  - Impact on P-12 Student Learning and Development
  - Indicators of Teaching Effectiveness
  - Satisfaction of Employers
  - Satisfaction of Completers

**Pending approval by the CAEP Board of Directors**

# Standard 5, Component 5.1

## Quality and Strategic Evaluation

The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and **provider operational effectiveness**. Evidence demonstrates that the provider satisfies all CAEP standards.

- Description of how the evidence submitted in Standards 1-4 and other EPP data are collected, analyzed, monitored, and reported, including types of evidence that serve as input to the system and mechanisms for monitoring, considering, and responding to the evidence
- Description of the schedule for continuous review, together with roles and responsibilities of system users

**Pending approval by the CAEP Board of Directors**

# Standard 5, Component 5.2

## Quality and Strategic Evaluation

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.

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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.

- Measures provide evidence of what they are claimed to be assessing

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## Standard 5, Component 5.2

### Quality and Strategic Evaluation

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.

- Data records are accurate and analyses can be replicated by a third party (e.g., a visiting team member) with the same results

Pending approval by the CAEP Board of Directors

# Standard 5, Component 5.2

## Quality and Strategic Evaluation

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.

- Any sample should be free of bias and should be typical of completed assessments, or the EPP should clearly delineate what the sample does and does not represent

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## Standard 5, Component 5.2

### Quality and Strategic Evaluation

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.

- Most assessment results should be based on at least 3 administrations (chronologically) of the assessment

Pending approval by the CAEP Board of Directors



# Standard 5, Component 5.2

## Quality and Strategic Evaluation

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.

- Analyzed evidence should be accessible and in a form that can guide EPP faculty in modeling, deploying, and evaluating modifications and innovations (**subject to phase-in schedule**)

**Pending approval by the CAEP Board of Directors**

## Standard 5, Component 5.2

### Quality and Strategic Evaluation

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.**

- Qualitative and quantitative data should triangulate/lead to similar conclusions about candidate/completer outcomes and program effectiveness

**Pending approval by the CAEP Board of Directors**

# Standard 5, Component 5.2

## Quality and Strategic Evaluation

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.

- Description of assessment instruments and data files provided as evidence for Standards 1-4, including how these instruments were constructed, validated, and implemented (e.g., inter-rater reliability)
- Empirical evidence that interpretations of data are reliable/consistent and valid/trustworthy

**Pending approval by the CAEP Board of Directors**

# Standard 5, Component 5.3

## Continuous Improvement

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

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The provider **regularly and systematically assesses performance** against its goals and relevant standards, 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.

- Evidence of regular and systematic data-driven modifications (which may draw on research and evidence from the field, as well as data analyses from the EPP's own evidence from their quality assurance systems and for the CAEP Standards)
- Evidence that results of modifications are monitored, and that modifications are adjusted as appropriate

**Pending approval by the CAEP Board of Directors**

# Standard 5, Component 5.4

## Continuous Improvement

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 to programs, resource allocation, and future direction.

# Standard 5, Component 5.4

## Continuous Improvement

**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 to programs, resource allocation, and future direction.

- Evidence of the use of impact and outcome data from the 8 annual measures (**subject to phase-in schedule**)

Pending approval by the CAEP Board of Directors

# Standard 5, Component 5.5

## Continuous Improvement

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.



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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.

- Description of stakeholders and roles
- Specific examples of shared decision-making and results, involvement of stakeholders in program evaluation and defining and implementing improvements (**subject to phase-in schedule**)

**Pending approval by the CAEP Board of Directors**

## Following up

Companion session:

Breakout VIII, Wednesday, 3:00-4:00

“Don’t Sleep in the Assessment Subway, Map Your Plan for Change”

*Richard A. Giaquinto, St. Francis College*

International Ballroom, East

Further questions:

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