

## SECTION 5: Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

### **CAEP: Areas for Improvement (ITP)**

1 Content and Pedagogical Knowledge

**The EPP provided limited evidence that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards. (component 1.3)**

#### **Site Visit: According to Site Visit 2019 Report**

1.3 There is sufficient evidence to document the EPP ensures that candidates apply content and pedagogical knowledge as reflected in outcome assessments. Through interviews, it was confirmed that candidates completed diagnostic assessments in literacy and mathematics, and are provided remediation plans when appropriate. Additionally, through state licensure exams, key assessments in Transitions 1 & 2 and during clinical experiences, candidates demonstrate content and pedagogical knowledge.

Moreover, the EPP has now received recognition for its Early Childhood Special Education (ECSE) degree program that was *Not Nationally Recognized* at the time of the CAEP review and visit. The ECSE program, as are the other two initial degree programs Childhood Education (CE) and Childhood Special Education (CSE) are all now *Nationally Recognized with Conditions*. The EPP has revised its assessment rubrics based on SPA recommendations for more performance-based assessments than product-based assessments. Implementation of these Rubrics are underway and outcomes will be reported in subsequent SPA submissions and CAEP reports.

**The EPP continues to make revisions based on feedback from SPAs and CAEP to continuously improve the outcomes assessments of content and pedagogical knowledge.**

### **CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP has not consistently demonstrated that all assessments and surveys have established validity and reliability (component 5.2).**

The EPP continued to meet with faculty to establish validity measures to establish that the course content was representative of the appropriate body of knowledge based on experts in the field who sit on our TEPAC committee, as well as feedback from CAEP and SPAs. This process was scheduled for completion during the 2019-2020 school year wherein validity measures will be established for all remaining key assessments.

The EPP's adoption of Chalk and Wire is also implemented as a new electronic assessment platform. Obtaining the assessment platform was a key factor requiring all rubrics to be uploaded. The key point in assessment is to modify materials in a methodical way, especially because EPP was adopting a new assessment platform much more sophisticated than the older

system EXCEL's capacity. This process of revising rubrics based on SPA recommendations, SPA changes, and or eliminations, piloting them, and uploading data for key assessments is continuous, and is taking more time than was anticipated. However, the EPP was able to establish reliability on some of its capstone experiences. Data on this process is forthcoming. It is important to note that all EPP-created rubrics address its Candidate Performance Standards and are aligned with INTASC Standards and Specialty Professional Standards. These rubrics measure what candidates know and what they can do, and how well they demonstrate this knowledge and skill in practice situations

The EPP's rubrics clearly outline the basis for performance at each proficiency level (Unsatisfactory, Emerging, Competent and Exemplary), provide operational definitions of criteria, and provide explicit feedback to candidates for improvement. Furthermore, in assessment conditions where there is more than one evaluator, the EPP's uses calibration activities, internal consistency, and inter-rater reliability measures to ensure that interpretation of criteria for scoring is common among raters. The EPP also used correlations among scoring by multiple raters to ensure consistency in scoring. The EPP's Chalk & Wire electronic assessment system now accurately measures Data Reliability and Data Validity on key assessments. The EPP was in the process of benchmarking 2019 Clinical Practice performances against the external edTPA performance assessments, among others when campus closure was mandated.