

CAEP/CEC and State Program Reviews:

What do we have?
What do you need?

DEC Program Review Committee
DEC Conference
September, 2022

Welcome!!!!

- Introductions
- What we are going to talk about today
 - Overview of the DEC Program Review Committee (PRC)
 - Brief overview of the CAEP-CEC program review process
 - Resources available now
 - What the PRC is working on
 - Tell us what you need

Members of the PRC

- Jennifer Buchter, Chair
- Erica Lee
- Beth Pinheiro
- Megan Purcell
- Michelle Sands
- Tanya Pinkerton
- Kristen Votava

Support:

- Diana Stanfill,
DEC Associate Director
- Margie Crutchfield
DEC Consultant

First a word about the new standards:

CEC Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators

- First stand-alone set of Standards for EI/ECSE preparation programs/beginning professionals
- No longer dependent on the CEC Standards
- Address Birth to Age 8
- Approved by CEC and CAEP in 2020
- The Standards used for EI/ECSE programs being reviewed in the CAEP/CEC SPA program review process

Purpose of the PRC

- Collaborate with CEC in the oversight and management of the CEC/CAEP SPA program review process as it pertains to Early Intervention/Early Childhood Special Education programs.
- Develop resources for EI/ECSE programs and program reviewers
- Report to DEC leadership on the consistency and efficiency of the program review process
- Although the focus of the PRC is on the CAEP/CEC SPA process, many states use a similar process
- PRC resources are useful to ANY preparation program seeking to align its curriculum and assessments with the CEC EI/ECSE Standards

Some background

- CAEP = Council for the Accreditation of Educator Preparation
- Formed in 2011 with the merger of NCATE and TEAC
- Recognized by Council for Higher Education Accreditation (CHEA)
- Accredits over 700 schools, colleges, and departments of education and non-university based providers --- all called Educator Preparation Providers (EPPs) (NCATE used the term “unit”)

CAEP accreditation has two components:

1. Educator Preparation Provider (EPP) accreditation
 - Accredits entire EPP using CAEP Initial and Advanced Standards
2. Program review: individual programs within the EPP (e.g. math ed, special ed, elementary ed)
 - Who reviews these programs is determined by the agreement between the state and CAEP

State Partnerships and SPA Review

- States can choose from three options for program review—and can choose more than one
 1. Specialized Professional Association (SPA) review: review by SPA-trained reviewers using SPA- and CAEP-approved standards
 - 7 states require SPA review, 20 allow as an option
 2. State review: state does the review
 3. CAEP Evidence Review of Standard 1
- Note that any program at a CAEP institution can choose to submit a SPA report even if not required to do so by the state

CEC and CAEP

- CEC is the SPA for all special education programs (including gifted)
- If a program goes through the SPA program review process, it will submit a report (in CAEP accreditation system) that is reviewed by CEC-trained reviewers
- CEC is responsible for ensuring that their program review process is consistent, accurate and complies with all CAEP policies and guidelines.
- CEC is responsible for all training of programs and program reviewers
 - DEC will participate in all CEC training events providing instruction on the EI/ECSE Standards

- CEC has been in partnership with CAEP since the early 1980s
- Through the CAEP/SPA national recognition process CEC currently has nationally recognized over 700 programs
- Until now, CEC has evaluated the program's assessments against the CEC Standards---as **informed** by the appropriate Specialty Set
- Now, with the approval of the EI/ECSE CEC Standards, EI/ECSE programs will demonstrate that they meet the EI/ECSE Standards
- Some states, although not CAEP or CAEP/SPA states, use a similar process for state review
 - DEC is working to ensure as many states as possible adopt the EI/ECSE Standards for their state reviews

The CAEP/CEC required key assessments

- Required assessments in the CAEP/CEC system
 - Assessment #1: State licensure test if there is one
 - Assessment #2: Another assessment of content knowledge (but CEC has become very flexible about this)
 - Assessment #3: Ability to plan instruction
 - Assessment #4: Student teaching/internship, etc.
 - Assessment #5: Impact on student/child learning
 - Assessment #6: Any additional assessment (required)
 - Assessment #7: Optional assessment of any kind
 - Assessment #8: Optional assessment of any kind

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Currently the PRC is focusing on:

- Developing and/or evaluating resource materials for EI/ECSE programs seeking national recognition through the CEC review process. These could include sample assessments, sample syllabi, model program reports, on-line resources, etc.
- Developing and/or evaluating initial and on-going training and resources for EI/ECSE program reviewers. These could include mock reports for training, ongoing modification of decision rubrics, on-line training materials, etc.
- Participate, as needed, in training of programs and of program reviewers on the EI/ECSE Standards

Resources available now (Thanks to DEC and ECPC)

- DEC Web Site (dec-sped.org) :
 - Find a Resource
 - Personnel Preparation Standards
 - Tab "Standards Resources"

On DEC web site

- Standards, Components, Supporting Explanations, Knowledge Bases
- Cross-walk of Standards and Assessments
 - delineates which CAEP assessments could be used as primary sources of evidence for each Standard Component.
- Standards and Assessment Chart
 - Descriptive examples of assessments that could be used to provide evidence that meet each of the EI/ECSE Standard Components. The types of assessments described are those required in the CAEP/CEC program review process.
 - e.g. for Component 3.2 (Collaboration): Other assessments such as case studies, collaborative development of an IEP/IFSP, planning a team meeting, collaborative development and implementation of an intervention project

- Candidate Performance Rubrics
- Performance Indicators
 - Concrete examples of learning activities that learners can engage in to gain the knowledge and skills represented by the EI/ECSE standards. Performance indicators may be used to develop courses and curriculum, plan learning activities and assessments, and determine activities for learners to observe or engage in during field experiences and ongoing professional development activities.

For example:

Component 7.4: Candidates practice within ethical and legal policies and procedures.

- Candidate reviews, compares, and contrasts multiple professional codes of ethics from professional membership organizations related to education, early childhood education, special education, early intervention/early childhood special education, and/or related services such as speech- language pathology, occupational therapy, physical therapy, etc.
- Candidate reviews the legal regulations that govern a current topic or issue in early intervention/early childhood special education issue such as suspension and expulsion, inclusion in preschool, or instruction/intervention in natural environments.
- In clinical/field experience, candidate demonstrates behavior that reflects relevant codes of ethics.

- Also on DEC web site
 - Get Involved
 - Committees:
 - Program Review Committee
 - NEW Resource!
 - Alignment of EI/ECSE Standards with edTPA Special Education rubrics

Resources on ECPC web site

ecpcta.org

Resources/Audiences/IHE Faculty

- Curriculum Planning Tool
- Curriculum Modules for each Standard
 - Sample syllabi
 - Sample assessments
 - Learning activities
- Crosswalks of EI/ECSE Standards and DEC RPs
- Crosswalks of EI/ECSE Standards and ECE Standards
- And more

What the PRC is working on now

- Now available!
 - Alignment of EI/ECSE Standards and Special Education edTPA
- Coming soon
 - Alignment of EI/ECSE Standards and Early Childhood edTPA
 - Model assessments with rubrics aligned to EI/ECSE Standards

We need to hear from you!

- What are your biggest challenges when preparing for program review?
 - For working with faculty?
 - Data collection, data presentation?
 - Identification of key assessments, description of it, rubric development, data presentation?
 - For writing the report?
- What other resources do you need to prepare for SPA/state program review?
- Have you found/developed resources that you could share with PRC/other faculty?

Questions?

Jenn at jmbuchter@eiu.edu

Margie at mdc1501@yahoo.com