Council for the Accreditation of Educator Preparation

Phase-in Schedule for Evidence under 2013 CAEP Standards

Phase-in of new lines of evidence will be necessary. CAEP recognizes that the 2013 standards require, in some cases, evidence that has not been required or collected in the past. Accordingly, CAEP has created developmental expectations for EPPs with visits during the transition period (2014 and 2015) and for EPPs with visits in the first two years after the standards become required (those with visits in 2016 and 2017).

CAEP, March 18, 2014

	EPP selects prior or new CAEP standards		**New CAEP standards required for all accreditation self-studies, reviews, and decisions**				
If your next accreditation self-study is submitted in calendar year→	2014	2015	2016	2017	2018	2019	2020
1. GENERAL PHASE-IN POLICY CONTAINED IN THE SELF-STUDY GUIDES PERTAINS TO: Topics in the CAEP standards requiring evidence not previously expected EXAMPLES: candidate assessment literacy (Standard 1); Partnerships with mutual decision making (Standard 2); Recruitment of academically able and diverse candidates (Standard 3); Functioning Quality Assurance System (Standard 5)							
• **Self-study includes plans**	plans	plans	Plans + progress	Plans + progress	Fully in place	Fully in place	Fully in place
• **For CAEP-accredited EPPs, annual reports show progress under the plan**	Pro-gress, data if possible	Pro-gress, data if possible	Pro-gress in EPP Annual Report	Pro-gress in EPP Annual Report			
2. STANDARD 3 PHASE-IN OF PERFORMANCE ON A NATIONALLY NORMED ASSESSMENT OF ACADEMIC ACHIEVEMENT/ ABILITY PERTAINS TO: Admitted candidate group average performance on nationally normed achievement/ ability assessments EXAMPLES: SAT, ACT, GRE			Top 50%	Top 50%	Top 40%	Top 40%	Top 33%
• **Alternative criteria can be used, validated through investigation**	apply	apply	apply	apply	apply	apply	apply
3. THE 8 ANNUAL REPORTING MEASURES PHASE-IN IMPLEMENTATION PERTAINS TO: Program impact (Standard 4), including: P-12 student learning, teacher observations/ student surveys; employer satisfaction/ persistence; and completer satisfaction—these will benefit from new state data bases (already available in some states) for consistency and completeness, and be cost effective for EPPs + Program outcome, including: licensure, completion, and hiring rates; and consumer information (encouraged but not part of accreditation)							
• **In 2014, CAEP is collecting data on completion, licensure and employment (consistent with Title II and/or PEDS). Also, EPP reporting is optional for 4 of the 8 measures.** • **Other 2014 EPP reporting *describes* but does not collect available or planned data, to inform 2015 and later CAEP EPP annual reporting requests.**	Jan. 2014 CAEP request	Jan. 2015 CAEP request	Jan. 2016 CAEP request	Jan. 2017 CAEP request	Jan. 2018 CAEP request	Jan. 2019 CAEP request	Jan. 2020 CAEP request

2014 EPP Annual Report Measures

(Section 5 of the Annual Report)
For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

REQUIRED	OPTIONAL
Impact on P-12 learning and development *The template includes a number of such measures. EPPs indicate those that they use and/or indicate that they plan to collect such data.*	Indicators of teaching effectiveness
Results of completer surveys	Results of employer surveys, and including retention and employment milestones
Graduation Rates	Ability of completers to be hired in education positions for which they have prepared
Ability of completers to meet licensing (certification) and any additional state requirements	Student loan default rates and other consumer information