

**CAEP STANDARDS ACTION PLAN
DATA DAY SPRING 2016**

What needs to be done?	By Whom and when?	What resources?	What evidence indicates progress?	How and when will evidence be gathered?
<p>Standard 1 (pp. 14-23)</p>	<p>Chris and Carlos</p>	<p>Standard 1.1:</p> <ul style="list-style-type: none"> • Have: PPR, TEXES, CREATE Data; InTASC Data <p>Standard 1.2:</p> <ul style="list-style-type: none"> • Have: Work samples, assessments, and reflections; <p>Standard 1.3:</p> <ul style="list-style-type: none"> • Have: SPA Reports; other specialty area accreditors <p>Standard 1.4:</p> <ul style="list-style-type: none"> • Have: CCRSs are in SpEd lesson plan, <u>but will likely be identified as an action item</u> <p>Standard 1.5:</p> <ul style="list-style-type: none"> • Have: InTASC Data 	<p>Collecting data – mid-June Analyzing – late June</p> <p>CCRS – INTASC alignment early June Pull INTASC questions via Taskstream that match CCRS.</p>	<p>Most data is available via the COE website – data book, CREATE.</p>
<p>Standard 2 (pp. 24-33)</p>	<p>Marva and Leah</p>	<p>Standard 2.1</p> <ul style="list-style-type: none"> • Question: <u>How do we construct our relationships with our partners?</u> • Have: MoUs with schools; superintendents’ meeting; EPAC meeting; all university supervisors meet with cooperating teachers on campuses on which our 	<p>Wendy and/or Tia have the data for Standard 2; we can ask the team to visit with Wendy and/or Tia</p>	

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		<p>clinical teachers are placed; FEx Handbook; documentation of stakeholder involvement; survey cooperating teachers for input;</p> <ul style="list-style-type: none"> • Question: <u>Mutually Beneficial?</u> • Have: Practica; Principals' evidence <p>Standard 2.2</p> <ul style="list-style-type: none"> • Have: Cooperating teacher application; 3 years in the classroom; other criteria; cooperating teachers receive 45 hours CEUs <p>Standard 2.3</p> <ul style="list-style-type: none"> • Depth and breadth of experiences • Link to InTASC Standards 		
<p>Standard 3 (pp. 34-47)</p> <p>Standard 3.1</p> <ol style="list-style-type: none"> 1. Find out needs for Region XV 2. Get info on how recruitment is currently done = 	<p>Charlene and Sonja</p>	<ol style="list-style-type: none"> 1. Region XV contacts 2. Meagan Word 	<p>True Blue reports Campus visits reports Exit data</p>	<ol style="list-style-type: none"> 1. Charlene is in contact with Region XV & will get demographic data for needs -

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<p>baseline (True Blue, campus visits)</p> <ol style="list-style-type: none"> 3. Get facts about a Recruitment Committee & grant opportunities from Kim 4. Find out employment opportunities at job fairs 5. Find out how many we recommend for certification in each area each cycle <p>Standard 3.2 (Must meet) Obtain data from Title II Report & disaggregate by licensure</p> <p>Standard 3.3 In the narrative, note the shortcomings of InTASC dispositions & talk with Chris to include new ideas for revisions of ASU EPP dispositions</p>		<ol style="list-style-type: none"> 3. Kim 4. Career services or Wendy 5. Exit data/Data Book <p>Title II Report, Wendy</p> <p>Chris</p>	<p>Title II Report</p> <p>ASU dispositions</p>	<p>May</p> <ol style="list-style-type: none"> 2. Sonja talks to Meagan - May 3. Sonja asks Kim - May 4. Charlene reviews job fair surveys – July 5. Charlene will review exit data – July <p>Charlene & Sonja will analyze Title II data – August</p> <p>August</p>
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<p>Standard 3.4 Get info on:</p> <ol style="list-style-type: none"> 1. admissions to EPP (= Gate 1) 2. admissions to clinical (= Gate 2) 3. approval to take TExES (= Gate 3) <p>Standard 3.5 Get TExES scores</p> <p>Standard 3.6 Get data from the Bb modules on ethics, mental health, dyslexia, SPED & describe in the narrative, incl. the fact that candidates & faculty sign Code of Ethics</p>		<ol style="list-style-type: none"> 1. Meagan 2. Tia 3. Wendy <p>CoE Website</p> <p>Wendy</p>	<p>EPIC data</p> <p>CoE website</p> <p>Bb data on module completion</p>	<p>Sonja will talk to Meagan & Tia - June</p> <p>Sonja will pull data – June</p> <p>Charlene will get it - July</p>
<p>Standard 4 (pp. 48-58)</p> <p>All components must be met for Standard 4</p>	<p>Donna and Carlos</p>	<p>Standard 4.1</p> <ul style="list-style-type: none"> • PEEQ data (2012) – indicates state has not implemented VAMs <ul style="list-style-type: none"> ○ No state level data ○ No differences among the different universities 		<p>Need to identify who</p>

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		<ul style="list-style-type: none"> • Case Study/Action Plan (perhaps ask 3 principals) <ul style="list-style-type: none"> ○ How have year 1-3 completers contributed to student learning? • TEA Principal survey – last available 2012-2013 <p>Standard 4.2</p> <ul style="list-style-type: none"> • TEA Principals’ Survey 2012-2013 • Colorado student survey <p>Standard 4.3</p> <ul style="list-style-type: none"> • Mine CREATE database <ul style="list-style-type: none"> ○ What additional certifications these students might have or advancements in their employment • ASU HR surveys from job fairs • ASU Superintendent survey • ASU Principal survey <p>Standard 4.4</p> <ul style="list-style-type: none"> • TEA program completer survey • ASU EPP Completion survey - at the end of clinical teaching 	<p>Case study – will need to plan for a case study to collect data</p>	<p>will plan and conduct the case study. Possible implementation Fall 2016</p> <p>TEA Principal Survey - Survey results located on ASU CAEP Unit Data Resources – Surveys & Follow-Up Data</p> <p>Colorado student survey – pilot Spring 2016; full implementation with all candidates Fall 2016</p> <p>CREATE located ??? ASU HR survey located? ASU Superintendent survey located? ASU Principal survey located?</p> <p>TEA Completer Survey</p>
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		<ul style="list-style-type: none"> • Focus groups with completers <ul style="list-style-type: none"> ○ Provide an opportunity to meet with new teachers from our program to get their perception on their preparation to teach 	<p>Contact SAISD to determine if ASU can meet with first year teachers for the focus group during one of the SAISD new teacher orientation meetings.</p>	<p>- Survey results located on ASU CAEP Unit Data Resources – Surveys & Follow-Up Data; Program completer survey taken when completers apply for certification</p> <p>ASU EPP Completion Survey - Survey results located on ASU CAEP Unit Data Resources – Surveys & Follow-Up Data</p> <p>Need to identify who will plan and conduct the focus group. Possible implementation Fall 2016.</p>
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TASKS FOR ACTION PLAN:

Standard 2

2.1

We need:

Evidence/Minutes of EPAC Stakeholders meeting (twice year)

Training module for clinical teachers (YouTube video below)

MOUA

Principal surveys (teacher feedback)

Evidence that will show connection between course curriculum and candidate practice in classrooms (INTASC standard in syllabi and Clinical Teaching Rubric) *What would this evidence actually look like?

Evidence of Clinical Teachers Evaluation of Teacher Candidates.

*How do we provide evidence that the partnerships are mutually beneficial?

*Do we have evidence of co-construction of instruments for evaluation of teacher candidates?

2.2

We need:

P-12 Clinical Teacher Process and Application Forms

Link to You Tube Video Training and any applicable forms

Form for clinical teacher evaluation of candidates

Form for candidate evaluation of clinical teacher.

2.3

We need:

Demographic information showing that our candidates get diverse field experiences. (Strategy suggested during the meeting was to tell visitors to see Tia.)

Evidence that documents candidate use of technology in field experiences. (Leah and Marva will work on a chart)

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Evidence of technology use by candidates and students to enhance learning
Evidence of technology use by candidates to track student progress and growth
(These were not mentioned at the big group meeting)

Copy of assessment tool used to evaluate teacher candidates.

*What evidence from Standard 1 should also be used here?

*Questions we have are marked with asterisks.