Program Reviews: Doing Them Well

FALL 2019
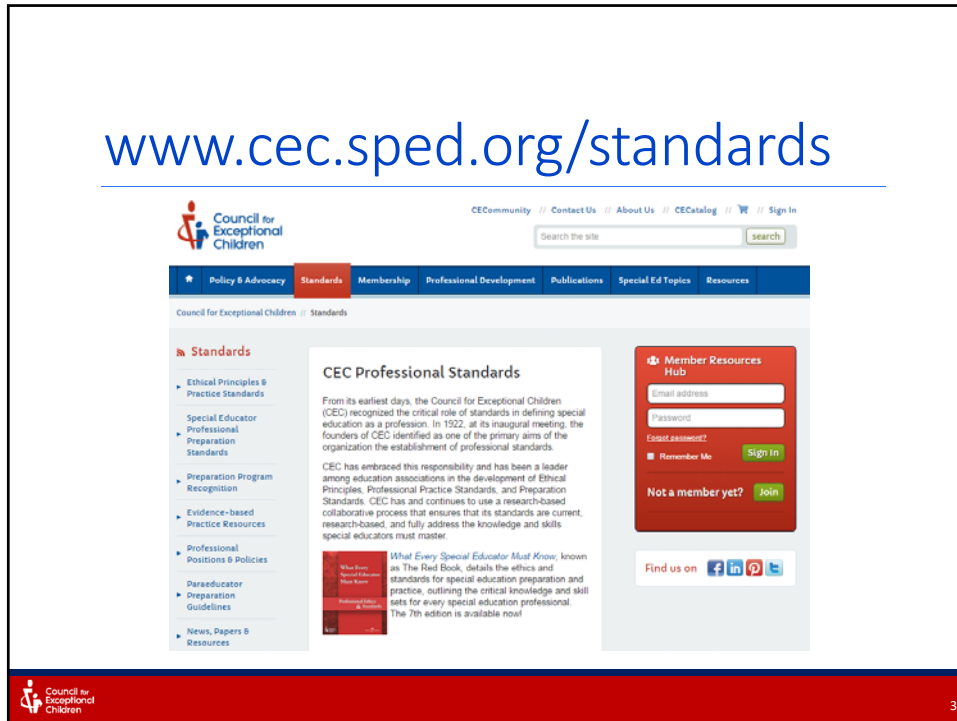
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Agenda

CEC Standards	• 2012 Preparation Standards
Review Language	• Clarity & Quality
Reviews	• Well-Written Reports
Rubrics	• Performance-Based
Conditions Reviews	• Conditions Language

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www.cec.sped.org/standards

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CEC Preparation Standards

CEC INITIAL PREPARATION STANDARDS

1. Learner Development & Individual Differences
2. Learning Environment
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning & Strategies
6. Professional Learning & Ethical Practice
7. Collaboration

CEC ADVANCED PREPARATION STANDARDS

1. Assessment
2. Curricular Content Knowledge
3. Improving Supports & Services
4. Research & Inquiry
5. Leadership & Policy
6. Professional & Ethical Practice
7. Collaboration

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Consistency to Enhance Reliability and Quality

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Field Experiences

- Appropriate to the license and roles for which they are preparing, candidates progress through a **series of developmentally sequenced field experiences**…
  - …for the full range of:
    - ages,
    - types & levels of abilities, and
    - collaborative opportunities across the licensure teachers are being prepared for.
  - …that are supervised by qualified professionals

  Program faculty should be involved in supervision and evaluation of field experiences.

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Program Assessment Components

Assessment

- Description
- Instructions

Evaluation

- Scoring Guides/Rubrics

Data

- Total
- Disaggregated

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CEC Preparation Standards

7 Preparation Standards

28 Elements
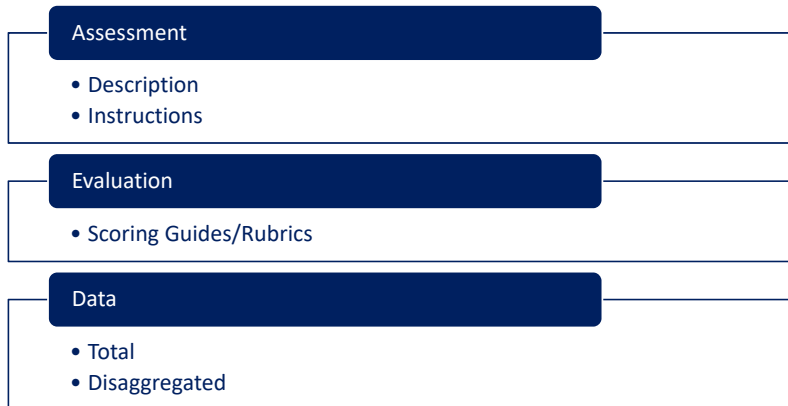
Informed by Specialty Sets*
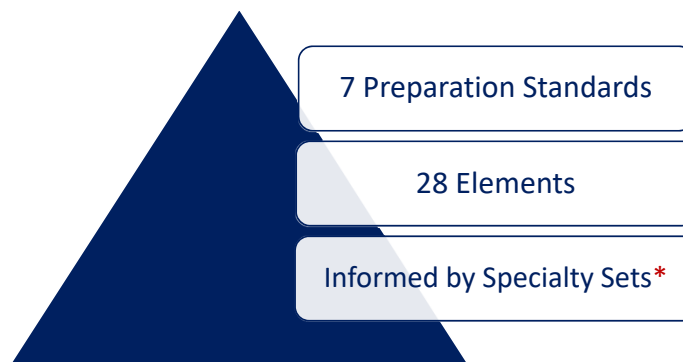
* CEC does NOT expect Specialty Sets Knowledge & Skills ITEMS to be explicitly referenced in assessment items or rubrics.

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Frequently Asked Questions

Specialty Sets *Inform* the Preparation Standards

What does "informed by the appropriate specialty knowledge & skills set mean? Should the program report explicitly refer to specific specialty sets?

The **major elements of the CEC Preparation standards** as *informed by* the appropriate specialty set are to be reflected in the program's assessments, rubrics, and data.

This means that **every program must demonstrate alignment to the major elements of the CEC Preparation Standards** as informed by the appropriate specialty sets, whether the program uses the Initial or Advanced Preparation Standards.

Without being informed by the appropriate specialty set, every special education preparation program would look the same. The content of the Specialty Sets is what differentiates program assessments.

Specialty Sets *Inform* the Preparation Standards

Programs can assure that the assessments, rubrics, and data are informed by the appropriate specialty area in a variety of ways, but the most meaningful way is to assure that performance levels within rubrics use the content from the appropriate specialty set(s).

There is no requirement or expectation for explicit or complete correspondence between the items in a specialty set with assessment items, and reviewers do not look for this level of correspondence.

Likewise, reviewers do not expect that programs use the exact wording of the knowledge & skills within the rubrics. However, it is expected that the content from the appropriate specialty set(s) is used in designing assessments and rubrics.

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Evidence of Specialty Set Information

Assessment
- Program faculty should assure that the **content, populations, vocabulary, concepts, settings, and issues** from the specialty set are used throughout the assessment items and components.

Rubrics & Scoring Guides
- Program faculty should assure that the **content, populations, vocabulary, concepts, settings, and issues** from the specialty set are used throughout.

Section I Narrative
- Program faculty should describe how the assessment addresses the specialty set specific **content, populations, vocabulary, concepts, settings, and issues**.

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References to Standards

Do program reviewer references to "CEC Standards" pertain to the Initial or Advanced CEC Preparation Standards, or to the CEC Knowledge & Skills Specialty Sets?

CEC Program Reviewers use the seven CEC Preparation Standards with the twenty-eight key elements as the organizing focus for their review. Their references to "CEC Standards" are to the CEC Preparation Standards.

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Aligning Program Assessments and Major Elements of the CEC Preparation Standards

Must program reports provide evidence that program candidates master the major elements of the CEC Preparation Standards?

CEC requires that a **preponderance of the evidence** establish that the assessments **align with the major elements of the CEC Preparation Standards** as informed by the content of the appropriate specialty set(s) and that program **candidates master the major elements in the CEC Preparation Standards** as informed by the appropriate specialty sets.

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Preponderance of Evidence

What does CEC mean by "a preponderance of the evidence" for the major elements of the CEC Preparation Standards?

"Preponderance of evidence" is a standard of proof indicating that the evidence is **clear and convincing**. For **each of the CEC Preparation Standards** CEC program reviewers judge whether the evidence in the report is clear and convincing. The reviewer looks at **all** of the evidence provided for each standard and makes a decision as to whether it shows that candidates are meeting the standard. A preponderance of evidence cannot be reduced to a simple quantity, i.e. 75% of the elements. Some assessments indicated as providing evidence for a standard may vary in their quality and in the strength of the data provided. The decision for each standard is a reasoned judgment by a set of collegial reviewers and auditors based on **all** of the evidence presented.

Rubrics

Our program faculty use a 3-tier rank (i.e. "Unacceptable," "Acceptable," or "Proficient"), with a range of points assigned to each of these categories. Is this acceptable for program review?

Routinely, reviewers look for whether the performances at "Unacceptable", "Acceptable", or "Proficient" are **clearly described** on each scale.

Assigning each of the three tiers with a range of scores is only acceptable as long as the ranges are sufficiently described and differentiated to make a reasonable level of inter-rater reliability possible.

Rubric Indicators

Rubric indicator should be aligned to CEC Standards and elements in apparent ways.

CEC does **not** require that each rubric indicator align to only 1 Standard or singular element.

Do **not** make comments in your reviews that would lead faculty to believe the CEC expectation is for a 1-to-1 correspondence.

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Performance Assessments

Assessments and rubrics should be focused on performance, **not surface features of a product being assessed**.

Indicator language should focus on observable performances that demonstrate what candidates know (knowledge) and are able to do (skills).

Indicators should focus on quality of candidate performance, not quantity.

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Performance Assessments

Indicators should reflect the degree of difficulty or quality of effort.

Indicators should be well defined and should provide raters with explicit guidelines.

Indicators should be observable, avoiding words like "some," "all," "satisfactory," and other ambiguous words.

Performance levels should be performance based using observable behavioral terms.

The assessment and the rubric should be designed to require observers/raters to make judgements on consequential attributes of candidates.

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Rubric Evaluation

Things to consider and provide comments on as needed:
- Are the descriptors focused on candidate performance?
- Do the rubrics address what candidates know and demonstrate they can do?
- Do the cell descriptors distinguish the differing levels of candidate performance in observable ways?
- Are the cell descriptors likely to be interpreted in the same way by different evaluators?

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Data

How many applications of performance data are required in the Program Report?

Initial submission program reports (Option 1) must include data for at least 2 administration cycles of the assessments.

In the case of state or national examinations that are given multiple times throughout the year, data from two university terms must be included.

Recognition with Conditions reports must include data from at least 1 administration cycle of the assessments beyond the data in the initial report.

Under no conditions does CAEP require program reports to include data from more than three administration cycles of the assessments.

A program is eligible for "Recognized with Conditions" with no or insufficient data but can not be "Recognized" without data.

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State Assessments/edTPA

Faculty may use state assessments or the edTPA as supplementary evidence for meeting CEC Preparation Standards, but faculty **may not use state assessments or the edTPA as a sole source of evidence for meeting any CEC Preparation Standard**.

As with portfolio assessments, programs may use **one of the tasks** and the scores for it **or the entire edTPA**. Discrete **edTPA rubrics can not be used or modified**; the test and the scoring must be consistent with the parameters of a proprietary test.

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Well-Written Reviews

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Writing Style

Write in professional language.

DO NOT:
- Use "I" or "me" or any other first person language
- State opinions or tell program faculty how to solve problems
- Make side comments or direct questions to program faculty or CEC Audit Team

AVOID:
- Prescriptions
- Overstatements
- Personal observations

Proof, proof, and proof again!

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Mechanics

Write in simple, complete, active-voice sentences.

Be sure cut-and-pastes fit the program you are reviewing.

Check spelling.

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Thorough Reports

Write comments that support the rating for each CEC Preparation Standard.

Write narrative for each section and each part, excluding *only*:
- "Directions to the BOE" for which reviewers may or may not choose to respond;
- "Strengths," **IF** the program is being recognized with conditions or not recognized.

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Thorough Reports

The Evidence

- The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 3:
  - Assessment 3, Explicit Instruction Lesson Plan
  - Assessment 5, Curriculum-Based measurement Project
  - Assessment 6, Behavior Change Project

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Thorough Reports

Your Findings

- In regards to the cited Assessments, **the description, scoring rubric, and program candidate data** for each are present and aligned to each other.
- The Explicit Instruction Lesson Plan and the Curriculum-based Measurement Project provides evidence that the **assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard** as informed by the appropriate specialty set.
- The **report provides data for these assessments that the candidates are mastering the major elements** of the cited CEC Preparation Standard.

Your Conclusions

- *The preponderance of the evidence establishes that the program assessments align with the CEC Preparation Standard, and that the program candidate data indicate candidates are mastering the respective knowledge and skills.*

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Non-Alignment Problem

Your Findings

- In regards to the cited Assessments, the **description, scoring rubric, and program candidate data** for each are present and aligned to each other.
- The Explicit Instruction Lesson Plan and the Curriculum-based Measurement Project DO NOT provide evidence that the **assessments and scoring guides are aligned with the major elements** of the CEC Preparation Standard as informed by the appropriate specialty set.
- Since the program assessment elements **are NOT aligned to the major elements of the CEC Preparation Standard, the report cannot provide data that the candidates are mastering the major elements** of the cited CEC Preparation Standard.

Your Conclusions

- *The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard, and that the program candidate data indicate candidates are mastering the respective knowledge and skills.*

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Considerations

CEC reviews any reports submitted; number of majors is not a consideration neither is number for which data is reported. Low numbers are NOT a reason for conditions.

If you are reviewing a Recognized with Conditions report a **decision for a standard can NOT be lowered from one given in previous report**.

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Decision Support

The Program Review Report must support the decision.

Areas for considerations should tell program faculty **what needs to be addressed, <u>not what is wrong or how to fix it</u>**.

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Decision Support

C.1. Candidates' Knowledge of Content
The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards **<u>(or does not) establishes</u>** that the program candidates have satisfactory mastery of special education professional content knowledge.

C.2. Candidates' Ability to Understand and Apply Pedagogical and Professional Content Knowledge, Skills, and Dispositions
The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards **<u>(or does not) establishes</u>** candidates' satisfactory ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

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Recognized with Conditions Decisions

Recognized with Conditions

Always (**and this means always**) use the language on the following slide in Part A of your review. Recognition Decisions of program review reports that you are recognizing with conditions.

Use this language **verbatim**; put it into a Word document and copy/paste. You can add any additional conditions needed, such as those specific to Field Experience or P-12 Impact Assessment.

Recognized with Conditions

CEC Preparation Standards x, y, z were found to be either "not met" or "met with conditions". For each CEC Preparation Standard or CEC Field Experience Standard judged either "not met" or "met with conditions," the program resubmission report must provide:

1. *The Section II and Section III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standard as informed by the appropriate specialty set(s);*

2. *The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set(s);*

3. *Rubrics must focus on candidate performance and consequential attributes of candidate performance and indicator performance levels must clearly describe progression of candidate performance; and*

4. *Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standard as informed by the appropriate specialty set(s) demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set(s).*

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Recognized with Conditions

Whenever a "conditions" program report has additional conditions, add these specific conditions to the review report.

The assessment description, scoring guide/rubric, and data form a vital chain and as the metaphor points out, the chain is only as strong as the weakest link. It is helpful to program faculty if the program review report specifically identifies weak link(s).

For example, *"While all the materials described above are required in the resubmission, the scoring rubrics were particularly problematic, were not performance-based, and will require extensive modifications."*

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Reviewing Resubmitted Conditions Reports

All previously "not met" conditions need to be "met".
- **DO NOT RE-REVIEW CEC PREPARATION STANDARDS THAT WERE MET PREVIOUSLY.**

No new conditions may be cited unless the resubmission reflects changes in assessments or alignment that result in the need for additional conditions.

If on the third review, **clear progress toward meeting conditions has not been made**, bite the bullet and give a "not recognized."

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For Programs You Are Reviewing
(Option ~~A~~ 1 and Recognized with Conditions)

Ask these questions:

Do:
- assessments,
- scoring guides/rubrics and
- data

align in clear and convincing ways to the major elements of the CEC Preparation Standards informed by the appropriate knowledge and skill set?

Do they meet the data requirements?

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For Programs You Are Reviewing
(Option ~~A~~ 1 and Recognized with Conditions)

Ask these questions:

Are rubrics performance based?

Do rubric indicators clearly describe performance with increasing degrees of difficulty for indicator performance ratings?

Are indicators focused on consequential attributes of candidates?

Can't Make a Decision?

Refer to the Audit Team **as soon as possible**, and please include the reason(s) as to why you cannot make a decision.

Questions?

Please email Kathlene (ksshank@eiu.edu) and Megan (megans@cec.sped.org).

Language to include in Response to Conditions decisions, the CAEP guidelines on EPP-created rubric frameworks, and this PowerPoint will be available at www.cec.sped.org/programreviewer.

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THANK YOU!!!

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