

CAEP PLC Meeting: May 30, 2019 (10:00-11:00)

Individuals present:

- Daniel Teodorescu: Clark Atlanta University ([dteodorescu@cau.edu](mailto:dteodorescu@cau.edu))
- Barbara Hill: Clark Atlanta University Hill ([bhill@cau.edu](mailto:bhill@cau.edu))
- Deb Thomas: Georgia Southern University ([debthom@georgiasouthern.edu](mailto:debthom@georgiasouthern.edu))
- Holley Roberts: Georgia College and State University ([holley.roberts@gcsu.edu](mailto:holley.roberts@gcsu.edu))
- Joe Peters: Georgia College and State University ([joseph.peters@gcsu.edu](mailto:joseph.peters@gcsu.edu))
- Sheri Hardee: University of North Georgia ([Sheri.Hardee@ung.edu](mailto:Sheri.Hardee@ung.edu))
- Cathy Moore: Georgia Gwinnett College ([cmoore@ggc.edu](mailto:cmoore@ggc.edu))
- Claire Hughes: College of Coastal Georgia ([chughes@ccga.edu](mailto:chughes@ccga.edu))
- Sallie Miller: Columbus State University ([miller\\_sallie@columbusstate.edu](mailto:miller_sallie@columbusstate.edu))
- Bernard Oliver: Valdosta State University ([beoliver@valdosta.edu](mailto:beoliver@valdosta.edu))
- Natalie Kuhlmann: Valdosta State University ([nmkuhlmann@valdosta.edu](mailto:nmkuhlmann@valdosta.edu))
- Paquita Morgan ([paquita.morgan@gapsc.com](mailto:paquita.morgan@gapsc.com))
- Bobbi Ford ([bobbi.ford@gapsc.com](mailto:bobbi.ford@gapsc.com))
- Shelly Boardman ([shelly.boardman@gapsc.com](mailto:shelly.boardman@gapsc.com))
- Flavia Gordon-Gunter ([Flavia.Gordon-Gunter@gapsc.com](mailto:Flavia.Gordon-Gunter@gapsc.com))
- Angie Gant ([angie.gant@gapsc.com](mailto:angie.gant@gapsc.com))

Those who could not attend:

- Andrea Lewis: Spelman College ([alewis29@spelman.edu](mailto:alewis29@spelman.edu))
- Gloria Bennett: Paine College ([gbennett@paine.edu](mailto:gbennett@paine.edu))

Notes:

Angie envisioned three goals for today's conversation:

1. Institutional representatives would be aware of the other institutions that are also planning to seek CAEP accreditation: *Professional Learning Community*.
2. Representatives might understand the importance of considering which programs would be included in the CAEP review (and the difference between program and EPP review): *List of Programs*.
3. Respond to any questions sent prior to the meeting: *Questions*.

#### *Professional Learning Community*

Individuals introduced themselves and their institutions.

#### *List of Programs*

#### *Questions*

When Angie sent the invite, she asked individuals to share questions they had about the CAEP accreditation process. One question was submitted: *I would like us to discuss CAEP expectations for program key assessments and how those may be different from PSC approval expectations.*

**GaPSC guidance** for program approval reviews for *teaching programs*:

- Provide 4 Teaching Key EPP Assessments that are the same for all teaching programs (GACE, edTPA, 2 additional ones).
  - 3 of those 4 assessments must have demonstrated validity and reliability. Some providers are using one of the dispositions assessments created by GADA and/or the Intern Keys, since both have had validation studies completed. The only additional evidence needed related to validity and reliability would be inter-rater reliability evidence.
- Provide 6 Program Key Assessments for programs (the original 4 that are the same across all programs, plus 2 more). One of the PLC members asked if it would be appropriate to have 5 key assessments be the same across all programs (and only one different), and that makes sense to us.

**GaPSC guidance** for program approval reviews for *service/leader (“advanced”) programs*:

- Educational Leader Programs: 6 Key Assessments (GACE for Tier I, PASL for Tier II; 5 additional key assessments). 3 of those 6 key assessments must have demonstrated validity and reliability.
- Service Programs: 4 Key Assessments (2 of which have demonstrated validity and reliability)
- The expectation is that although all 6 proficiencies listed in A1.1 will be addressed during the program, only 3 of the 6 proficiencies must be assessed through the key assessments.

**CAEP guidance** regarding key assessments for accreditation reviews is not as prescriptive, and what the guidance GaPSC has provided is in line with CAEP’s expectations. Also note that page 47 of [CAEP’s guidance](#) states, *“The EPP selects and defends the choice of at least three of the professional skills stated in A.1.1 that are most critical for the specialized field of preparation. Multiple indicators/measures that are adapted to the generic skills for the professional specialty field are selected for documentation of candidate/ completer proficiencies.”*

Three resources that might be helpful to EPPs:

- ✓ [Program Approval Standards](#): See page 33 for the pink and blue chart that describes the key assessment information.
- ✓ [Guidance for the Program Approval Standards](#): See page 4 for teaching requirements regarding key assessment validity and reliability. See page 31 for information about the service/leader requirements regarding key assessments and validity and reliability for those, and)
- ✓ [Component 3.2 - Cohorts with Mixed Tests Calculator](#): 3.2 is the one component that is different from Georgia’s program approval standards, and the linked spreadsheet is a tool that can be used to examine the percentile of your cohorts. Note that it currently lists PRAXIS, not the GACE PAA in the locked tab of the spreadsheet. Angie has requested that we obtain an unlocked version of the spreadsheet, or that a spreadsheet with the GACE PAA be created.

For future conversations:

- Standard 1 will need to be broken down by program. However, will all standards need to be broken down by program? Angie will ask CAEP staff and share the information during the next meeting.