CAEP Group Interview Information ~ General Introduction ~

Purpose of Interview Sessions:
Two Advanced Educator Preparation Programs—Education Leadership (Principal Preparation as MEd) and School Psychology (MS plus SSP)—have provided evidence that we are meeting all standards; however, when teams come to Winthrop they want to verify what we said was true. In the sessions that occur December 1st or 2nd, you will be asked to verify or clarify points related to your role. Giving examples from your interactions (mentor, completer, employer, faculty member, etc.) will help to provide the context and verification of the claims we have made.

Tips for participation:
- Treat this like an interview, even when asked for weaknesses you typically try to present in a positive light. This is not to say we are perfect nor is it to say raising points for further exploration is bad, just please consider how widespread the issue might be and whether you might soften the presentation.
- Don't be nervous. You were selected to participate because you have examples to add that verify the story we have already told.
- The reviewers do not expect any one group or person to know everything. You will be in groups and unless someone is dominating a conversation, individuals will likely not be called upon unless they volunteer.
- Provide opportunities for all to speak. Two or three brief examples for a question are sufficient, so if you are not able to add something new to a question then just wait. Also if you sense you have answered several questions in a row set a couple out.

Various Standards
Our curriculum and assessments are aligned to a number of standards. If you are able to talk about experiences in terms of the standards please do so. The most likely to be addressed are described below or in the following pages. In addition to these program standards, as appropriate

CAEP Standards: These are typically broader and applicable to all content areas and student populations. The CAEP standards are the focus of the following pages of this document. (http://caepnet.org/~/media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en).

NASP (National Association of School Psychologists) Standards: These standards are specific for the preparation of school psychologists. They provide guidance on: *School Psychology Program Context/Structure; Domains of School Psychology Graduate Education and Practice (knowledge and skills); Practica and Internships in School Psychology; and School Psychology Program Support/Resources*. These serve as the guiding principles for all aspects of the School Psychology program from design to assessments. We have national recognition for our School Psychology Program.
http://caepnet.org/~/media/Files/caep/standards/advprogramstandards-onepager-lastedit819.pdf?la=en .

NELP (National Educational Leadership Preparation) Standards: These standards are specific for the preparation of principals. They are focused around: *Continuous improvement; Ethics and professional norms; Equity and culturally responsive leadership; Instructional leadership; Community engagement; Developing professional capacity; and Management*. All assessments in the MEd in Educational Leadership are aligned with these standards and they guide the direction of the program. We have national recognition of our Educational Leadership Program. (http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2018/10/NELP-Building-Standards.pdf)

PADEPP Program for Assisting, Developing, and Evaluating Principal Performance Expectations: These expectations are specific for the preparation and evaluation of principals. Areas of evaluation and preparation include: *Vision; Instructional Leadership; Effective Management; Climate; School/Community Relations; Ethical Behavior; Interpersonal Skills; Staff Development; and Principal's Professional Development*. (https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/PADEPP%20Guidelines%202017%20FINAL%20PDF%20DOCUMENTS.pdf)

Advanced Version

Themes:
Overall the advanced programs had few questions/themes that seemed problematic. However, below are a few items to prepare for by group.

Candidates be prepared to discuss:
- Links between courses and field
- Use of technology in all settings
- General impression of program strengths and your experience
- Any examples where you received targeted support

Completers be prepared to discuss
- Links between preparation and your current role
- Preparation to use technology in variety of settings
- General impression of program strengths and your experience
- Any examples where you received targeted support

Partners be prepared to discuss
- Impression of the program and quality of completers
- Instances where you collaborated with program or faculty

Faculty be prepared to discuss
- Role of partnerships
- Review and support of candidates throughout program
- Use of data for improvement
- Our plans moving forward

Thoughts/experiences you would like to share based upon information above:

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CAEP Group Interview Information
~ Standard A.1: Content and Pedagogical Knowledge~

- A.1.1 – *Candidate Knowledge, Skills, and Professional Dispositions* – Areas of focus: Applications of data literacy
    - o Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
    - o Employment of data analysis and evidence to develop supportive school environments
    - o Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
    - o Supporting appropriate applications of technology for their field of specialization
    - o Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization
- A.1.2 – *Provider Responsibilities* (opportunities for application in discipline; recognition of program nationally)

Highlights from Self-Study	Questions from CAEP Response
• Our curriculum, evidence, and assessments are clearly aligned with all six areas in A.1.1 above. (*Consider examples in these areas you have seen*) • Both programs are nationally accredited through the appropriate agency—NELP and NASP. (*There was some confusion on the team, but we believe that is settled and will not come up*) • 100% pass rate on certification exams	• Please be prepared to discuss as is appropriate, for your role, how the content included and experiences are designed to prepare candidates for the appropriate disciplinary expectations. • Faculty should be ready to discuss the annual processes for data review on campus as well as work related to preparation of national accreditation reports (*If you have some specific examples of how you have used data to make change be ready to give examples*) • School Psychology faculty, you may be asked about SPA cycle. *I have uploaded letter from NASP that says we are nationally recognized through December 31, 2022.* • Candidates and completers will be asked to confirm (through examples) preparation in the areas listed in A.1.1.

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CAEP Group Interview Information
~ Standard A.2: Clinical Partnerships and Practice ~

- A.2.1 – *Partnerships for Clinical Preparation* (co-construct partnerships; focus on continuous improvement; link between theory and practice)
- A.2.2 – *Clinical Educators* (co-design varied, developmental experiences; problem-based task or research)

Highlights from Self-Study	**Questions from CAEP Response**
- Strong candidates participate in experiences during internships and field experiences allowing them to demonstrate proficiency. - Liked depth of experiences and way candidates are evaluated.	- What evidence is there that advanced candidates use technology in clinical settings? *Please consider examples of technology use for the variety of professional expectations in your program.* - EDLD Faculty: What will happen to the Leaders of Tomorrow Project? How will it change the MEd? PN and OEC are almost identical-explain and examples of exceptions. How is consistency maintained? - Faculty: Discuss how placements are made. What is role of partners? - Students: Provide examples of how you are asked to link what you are learning in courses with the field expectations. - Provide examples and background for how School Psychology candidates partner with classroom teachers on behavior supports (process and agreements) **Always talk in terms of collaboration and design of field.**

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CAEP Group Interview Information
~ Standard A.3: Candidate Quality and Selectivity ~

- A.3.1 – *Admission of Diverse Candidates who Meet Employment Needs* (focusing on area school needs and appropriate pools)
- A.3.2 – *Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully* (Admission expectations: 3.0 GPA OR group average on GRE/MAT is top 50 percent nationally)
- A.3.3 – *Additional Selectivity Factors* (monitor candidate progress at key points)
- A.3.4 –*Selection At Completion* (content; data literacy & research-driven decision making; collaborative skills; technology; laws, disposition, ethics, & professional standards)

Highlights from Self-Study	**Questions from CAEP Response**
- Programs meet CAEP standards for admission (*and actually exceed*) - Supports for key assessments. *Be ready to talk about admission, retention/supports, and expectations with example of ways the program has supported candidates.*	- We added data from spring 2019 EDLD comprehensive exam. - They questioned our aspirational goal of moving admitted pool toward state student population (as stated in standard). In the addendum we provided more information on the pool of individuals for each program and compared admitted pools to appropriate populations. *The pool of EDLD candidates is primarily influenced by the teaching force in area schools. Using the most recent teacher census data, the key SC districts in the PN and OEC have a collective average of less than 20% of the teaching force identifying within categories of race other than white (ranges by district from 10% to 77% and state at 22%). Therefore, our three-year cohort percentage of approximately 30% identifying within categories of race other than white is more diverse racially than the population from which we must primarily pull. (https://ed.sc.gov/data/reports/scde-educator-profession-reports/scde-educator-profession-reports/sc-teachers-by-race-and-gender/2016-17-sc-teachers-by-race-and-gender/ based on 2016-2017 school data)* *School Psychology also has a robust structure for recruitment that incorporates funding opportunities, best practices in recruitment, and a national reputation. In searching for comparison data for the diversity of the population reported in the SSR, the EPP examined Castillo, Curtis, and Tan (2013) which reported that over 90% of the school psychologists at the time of the research were white (https://onlinelibrary.wiley.com/doi/full/10.1002/pits.21786). So, although Winthrop, the EPP, and School Psychology program maintain an ongoing aspirational goal to increase the diversity of admitted cohorts, the program contends that having an average cohort of approximately 20% minority students indicates that we have been successful in attracting a student body that is more diverse than the current population of all professionals in the discipline.* - Questions again for EDLD on CMS Principal Pipeline. See FFR Narrative if you are not sure what to say.

Thoughts/experiences you would like to share based upon information above:

CAEP Group Interview Information
~ Standard A.4: Program Impact ~

- A.4.1 – *Satisfaction of Employers* (employer surveys and interviews)
- A.4.2 – *Satisfaction of Completers* (completer surveys)

Highlights from Self-Study	Questions from CAEP Response
We presented detailed phase-in plans and are currently reformatting just in case. *We will collect each every-other year*.	- All surveys were provided with links to appropriate standards including: NELP, NASP, CAEP - Faculty will be asked about progress: - All surveys have been sent to appropriate cohorts of completers and employers. - Data are being reviewed for annual reporting, but school Psychology had sufficient response rates already and we have a report we can share if asked. (Note: Dr. Costner would prefer to provide with CAEP Annual Report to give EDLD a bit more time.) - They will ask specifically about role of EDLD advisory group in examining instruments. - We provided self-evaluations of the instruments and they do meet CAEP sufficiency expectations (self-evaluation available in OneDrive).

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CAEP Group Interview Information
~ Standard A.5: Provider Quality, Continuous Improvement, and Capacity ~

- A.5.1 – *Quality and Strategic Evaluation – Multiple Measures* (Winthrop has a set of assessments that are common to all programs and this was the focus of data used)
- A.5.2 – *Quality and Strategic Evaluation – Quality of Measures* (relevant, verifiable, representative, cumulative and actionable measures, and interpretations of data are valid and consistent)
- A.5.3 – *Continuous Improvement – System* (compares to goals and relevant standards, tracks results over time, tests innovations, and uses results to improve program)
- A.5.4 – *Continuous Improvement – Completer data* (used and shared)
- A.5.5 – *Continuous Improvement – Involvement of stakeholders* (appropriate groups are involved in program evaluation, improvement, and identification of models of excellence)

Highlights from Self-Study	Questions from CAEP Response
- Evidence Provided for School Psychology: *Comprehensive Exam, Internship Evaluation (final with discussions of links to early evaluations); Portfolio* *Praxis; Technology Inventory; Partnership Agreements; Admission and Graduation* - Evidence for Educational Leadership *Comprehensive Exam; Internship; Case Study; Research Project* *Praxis; Technology Chart; Partnership Agreements; Admission and Graduation* - We would appreciate you providing examples of when you have been involved with: *Looking at assessments and providing feedback;* *Engagement (planned for past) in validity or reliability processes;* *Data sharing* - Please consider cases when you saw us make changes based on feedback.	- Faculty will be asked about validity and reliability plans. - You can check out many of our completer measures at: https://www.winthrop.edu/coe/candidate-performance-data.aspx. We will likely need to beef this up over time, but we are good for now. - We created self-evaluations for each assessment (see One Drive). Because advanced programs are part of the phase-in we do not have to be sufficient in every area yet, but we are already very close and have defined specific plans for what we will do over the coming years. Other topics to consider: *Our overall approach to data use and examination* *Role of partners* *Validity and Reliability plans (multi-year cycle)* *Examples of things programs are working on currently*

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