

CAEP Standard 5 Documentation for, and Use of, Evidence

Template 1: Description of Evidence

In Standard 5, we need to document and describe the documents we use as evidence. From your descriptions of your evidence, we will build the “quality assurance system.” So, here is a template for members of the Standards 1-4 Committees to complete on evidence they collect. Some pieces of the template will be “not applicable,” and that is okay. Complete as much as you can for everything you collect. The template is based on the CAEP *Evidence Guide*, pp. 59-69.

We will pilot test this template before full implementation. Select one or two of the pieces of evidence you have identified, complete the template, and send it to Robert K and Judy with your comments.

1	Evidence Code #: Please code your evidence by Standard, Component, and Sequence. For example, the first piece of evidence for Standard 1, Component 1, would be 1.1.1	
2	Identify any other components for which this evidence is used.	
3	Level (Initial and/or Advanced)	
4	Title/Name of Evidence	
5	How, when (schedule), and by whom is the evidence collected ?	
6	How, when, and by whom is the evidence monitored ?	
7	How, when and to whom is the evidence reported ?	
8	How, when, and by whom is the data used ?	
9	What is the purpose of the evidence (why does it exist)?	
10	How do you know that the evidence is achieving its purpose ?	
11	Can the evidence be disaggregated by program? By gender/ethnicity? Is it disaggregated? If not, why not?	
12	How do you know that the evidence is relevant ? (See definition below.)	
13	How do you know that the evidence is verifiable ? (See definition below.)	
14	How do you know that the evidence is representative ? (See definition below.)	
15	How do you know that the evidence is cumulative ? (See definition below.)	
16	How do you know that the evidence is actionable ? (See definition below.)	
17	How was the evidence constructed or developed ?	
18	How does the evidence meet an intended goal (could be mission statement of the COE).	
19	How is the evidence implemented and in what context ?	

20	What evidence do you have that the interpretations of results are consistent and valid ?	
21	Identify any benchmarks you can use against which our data can be compared? For example, a benchmark for GPA in the COE might be GPA for all FGCU students.	

CAEP definitions from Standard 5 rubric 5.2 (in parens) and Glossary:

- **Relevant** (related to standard): A principle of evidence quality that implies validity, but goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen. This principle also implies that there is a clear and explicable link between what a particular measure is established to gauge and the substantive content of the Standard under which it is listed.
- **Verifiable** (accuracy of sample): The degree to which a measure or result is able to be independently confirmed or substantiated. This is partly a matter of whether the process of creating the current value of the measure is replicable, and if repeating the process would yield a similar result. This principle implies reliability, but goes beyond it to require transparency and full documentation—whether sufficient information is available to enable any third party to independently corroborate what was found.
- **Representative** (specificity on sample characteristics): The extent to which a measure or result is typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is qualitative—for example, case studies or narratives, multiple instances should be given or additional data shown to indicate the typicality of the chosen examples. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party.
- **Cumulative** (generally 3 cycles or more): For CAEP purposes, measures of candidate performance that increase or grow across successive administrations. Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose “weight” is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. In sum, the entire set of measures used under a given Standard should be mutually reinforcing.
- **Actionable** (in a form to guide program improvement): Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal.

Template 2: Data

In Template 2, if there are data associated with your evidence, provide the data for three cycles of data collection. Cycles need to be sequential. They could be three semesters or three years. Then complete the third template, which asks you questions about your data.

Note: Both Templates 2 and 3 need to be completed for the eight CAEP required outcome and impact measures, which Charles is reporting to CAEP. They are as follows:

Impact measures:

1. P-12 student learning/development
2. Observations of teaching effectiveness
3. Employer satisfaction and completer persistence
4. Completer satisfaction

Outcome measures:

5. Completer or graduation rate
6. Licensure rate
7. Employment rate
8. Consumer information.*

Evidence Code #:

Evidence Name:

Dates/Periods for Three Rounds:

Program: _____ or COE: ____

	Cycle 1		Cycle 2		Cycle 3	
	Your program/ COE	Bench- mark	Your program/ COE	Bench- mark	Your program/ COE	Bench- mark
Findings/ Results:						

Template 3: Use of Data

1	Analysis of Trends/Patterns	
2	Comparison with Benchmarks	
3	Data-driven changes made after Cycle 1 and Cycle 2 with rationale	
4	Data-driven changes anticipated after Cycle 3 with rationale	
5	Innovations tested, if any, with rationale	
6	Personnel with whom data were shared	
7	Resources committed to change(s)	
8	Future Directions , with rationale	
9	Involvement of Stakeholders* in decision-making, evaluation, selection, and implementation of changes for improvement.	

*Stakeholders include alumni, employers, practitioners, school and community partners, etc.