

Selected Terms from
APPENDIX I – Glossary
for Florida International University EPP
2017 Site Visit

from the

CAEP ACCREDITATION
HANDBOOK

(Version 3- March, 2016)



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(pp. 173-193)

Actionable	Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the <i>who, what, when, where,</i> and <i>why</i> that allows one to determine how to change current practice(s) to achieve the intended goal.
All P-12 Students	Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.
Annual Report	A yearly update submitted through AIMS by an educator preparation provider (EPP) in which, the EPP provides CAEP with a summary of: (1) provider information; (2) progress on removing any areas for improvement/stipulations; (3) substantive changes; (4) links to candidate performance data on its website; (5) eight annual measures of program outcomes and impact; and (6) pathway specific progress, as requested.
Area for Improvement (AFI)	A statement written by a site visit team or the Accreditation Council that identifies a weakness in the evidence for a component or a standard. A single AFI is usually not of sufficient severity that it leads to an unmet standard. Areas for improvement should be remediated by the end of the accreditation term and progress toward improvement is reported annually in the annual report.
Assessment	An ongoing, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary).
Benchmark	A point of reference or standard of excellence in relation to which something can be compared and judged. A specific level of student performance may serve as the benchmark that candidates are expected to meet at a particular point in time or developmental progression (adapted from the Western Association of Schools and Colleges glossary).
CAEP (Council for the Accreditation of Educator Preparation)	A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.
CAEP Coordinator	An educator preparation provider (EPP) representative designated by the EPP as the primary recipient for CAEP related communications. (<i>For FIU, Deborah Hasson and Jeanette Martin</i>)
Candidate	An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).

Capacity	An educator preparation provider's (EPP) stated, reviewed and evaluated ability to deliver and maintain its obligations related to (1) the high quality preparation of candidates for professional roles/licensure/certification; (2) continuous improvement; and/or (3) transformation.
Capstone	A culminating project or experience that generally takes place in a candidate's final year of study and requires review, synthesis, and application of what has been learned over the course of the candidate's preparation program. The result may be a product (e.g., original research) or a performance (e.g., a teaching sequence). The capstone can provide evidence for assessment of a range of outcomes, (e.g., proficiencies) (adapted from the Western Association of Schools and Colleges glossary).
Certificate/Licensure	An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.).
Certificate Level	A professional educator preparation program that provides the courses for a specific certificate or license, but does not lead to an academic degree.
Certification	The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See Certificate and/or Certificate Level.)
Clinical Educators	All educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.
Clinical Experiences	Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship.
Clinical Practice	Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.
Cohort	A group of candidates or program completers admitted, enrolled, or graduated at the same time, e.g., a class entering in a fall semester or a class graduating in the spring semester.
Cohort Average	The GPA and standardized test scores are averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every

candidate meet the specified score. Thus, there may be a range of candidates' grades and scores on standardized tests.

Completer	Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider (EPP).
Compliance	Presenting sufficient evidence of meeting the standards or requirements of a regulatory or accrediting body.
Component	Sub-indicators of a standard that elaborate upon and further define a standard. CAEP uses its components as evidence categories that are summarized by the educator preparation provider (EPP) and reviewed by the site visit team in order to assign areas for improvement or stipulations that lead to a peer judgment of whether or not a standard is met.
Confidentiality	A policy statement to which site visitors, councilors, and staff are required to adhere. The policy includes expectations that individuals will not to disclose or discuss information from an educator preparation provider's (EPP) self-study, related evidence, interviews, or CAEP's decision-making process outside of the formal accreditation process meetings.
Consumer Information	Information about the status and trends of outcomes for completers that should be available for prospective candidates, parents of applicants, employers of completers, parents of P-12 students and generally for the public.
Content Knowledge	The central concepts, tools of inquiry, and structures of a discipline.
Continuing Accreditation	The accreditation process for an educator preparation provider (EPP) to renew its accredited status.
Continuous Improvement	A process of gathering information about all aspects of preparation activities and experiences, analyzing that information (looking for patterns, trends, making comparisons with peers), identifying what works and what seems to be troubled, making adjustments, and repeating the cycle.
Council for the Accreditation of Educator Preparation (CAEP)	A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.
Criterion	A characteristic mark or trait on the basis of which a judgment may be made (adapted from the Western Association of Schools and Colleges glossary).
Criterion-referenced	Testing or assessment in which candidate performance is judged in relation to pre-established standards and not in relation to the performance of other students. See norm-referenced (adapted from the Western Association of Schools and Colleges glossary).

Cross-cutting Themes	Overarching emphases on diversity and technology that are threaded throughout the standards and reflect the Commission’s perspective that they need to be integrated throughout preparation experiences.
Culture of Evidence	A habit of using evidence in assessment, decision making, planning , resource allocation, and other processes that is embedded in and characteristic of an educator preparation provider’s actions and practices (adapted from the Western Association of Schools and Colleges glossary).
Cumulative	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.
Cut Score	A score or rating that is designated as the minimally acceptable level of performance on an assessment.
Data	Information with a user and a use that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends.
Disaggregation	A process of breaking out aggregated data according to specific criteria in order to reveal patterns, trends and other information. Data such as retention and graduates rates are commonly disaggregated according to demographic characteristics such as race/ethnicity and gender. Data from assessment of candidate learning can be disaggregated to derive information about the needs of different subgroups and ways to improve their performance (adapted from the Western Association of Schools and Colleges glossary).
Dispositions	The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.)
Diversity	(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).
Educator	Anyone who directly provides instruction or support services in P-12 or higher education settings.
Educator Preparation Provider (EPP)	The entity responsible for the preparation of educators including a nonprofit or for- profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

Effectiveness	Adequacy to accomplish a purpose; producing the intended or expected result. For CAEP purposes effectiveness includes the impact that a candidate or program completer has on P-12 student learning.
Endorsement	An addition to an educator’s license or certification that officially sanctions an educator’s fulfillment of preparation requirements to teach a subject different from that specified on the original license/certificate, to work with another group or age level of students, or to provide professional services in schools.
Evaluation	A process for measuring and judging the quality of performance of a program, a process, or individuals (e.g., candidates, clinical faculty). While assessment of student learning and evaluation processes are related they do differ and it is best not to use the terms interchangeably (adapted from the Western Association of Schools and Colleges glossary).
Evidence	The intentional use of documentation, multiple and valid measures, and analysis provided as support for and proof of an educator preparation provider’s (EPP) claims related to CAEP’s standards.
Faculty	The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate’s knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPP- based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members.
Field Experiences	Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.
Formative Assessment	Assessment intended to provide feedback and support for improved performance as part of an ongoing learning process, whether at the candidate, program or EPP level. See summative assessment (adapted from the Western Association of Schools and Colleges glossary).
Holistic	For CAEP purposes, a judgment of overall performance on a CAEP standard that reflects the understanding that the standard has a meaning or interpretation that is more than the sum of its components.
Institutional Standards	Standards set by an educator preparation provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to the EPP.
Internship	Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions.
Job Placement Rates	The number and percentage of a cohort of admitted candidates or program completers who accepted jobs as teachers or other school professionals in a school after completing of a preparation program.

Knowledge Base	The empirical research, disciplined inquiry, informed theory, and wisdom of practice that serves as the basis for requirements, decisions, and actions of an educator preparation provider (EPP).
Lead Site Visitor	The head of the site visit team, appointed by CAEP staff, who manages the accreditation review process of the educator preparation provider (EPP) from the point of the formative review/audit through the site visit and up to the point of review by the Accreditation Council. (<i>For FIU, Dr. Nicholas Michelli</i>)
License	An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.). (See Licensure or Licensure Level).
Licensure	The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See Licensure Level.)
Measures	The variety of observation and assessment tools and methods that are collected as part of a research effort.
Misleading or Incorrect Statements	Misrepresentation of an educator preparation provider's (EPP's) accreditation status or the use of accreditation reports or materials in a false or misleading manner.
National Council for Accreditation of Teacher Education (NCATE)	An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education units or programs since it was founded in 1954. NCATE consolidated with TEAC in 2013 to form CAEP.
Norming	In assessment of candidate learning, a process of training raters to evaluate products and performances consistently, typically using criterion-referenced standards and rubrics (adapted from the Western Association of Schools and Colleges glossary).
Norm-referenced	Testing or assessment in which candidate performance is judged in relation to the performance of a larger group of candidates, not measured against a pre-established standard. See criterion-referenced (adapted from the Western Association of Schools and Colleges glossary).
Parity	The equity of an educator preparation provider's (EPP) budget, facilities, equipment, faculty and candidate support, supplies, and other elements of the EPP compared to the resources available to similar programs at the institution or organization that houses the EPP.
Parsimony	Measures or metrics that are limited in number but powerful in information. For CAEP purposes, the fewest number of measures or metrics that make a compelling case for meeting a standard.

Partner	Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.
Partnership	Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.
Pedagogical Content Knowledge	A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks...deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.
Pedagogical Knowledge	The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge.
Pedagogical Skills	An educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s).
Peer Review	A self-regulation process by which the quality of an institution, organization, educator preparation provider (EPP), school, or other entity is evaluated by individuals who are active participants in the profession. CAEP accreditation is a peer review process.
Performance Data	Information, both quantitative and qualitative, derived from assessments of educator candidate proficiencies as demonstrated in practice.
Preponderance of Evidence	An overall confirmation that candidates meet standards in the strength, weight, or quality of evidence. This preponderance is based on the convincing evidence and its probable truth or accuracy, and not simply on the amount of evidence. (See evidence).
Professional Development	Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.
Proficiencies	Demonstrated abilities to perform some part of what is described by standards.
Program	A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
Program Approval	...[P]rogram approval is the distinction granted by a state government agency when an educator preparation provider (EPP) program meets the state's

standards and/or requirements. Program approval can encompass continuous review or one-time approval.

Program Completer	Any candidate who exited an educator preparation program by successfully satisfying the requirements of the educator preparation provider (EPP). (See Completer.)
Progressions/Progressive Levels	Descriptions of increasingly sophisticated ways of thinking about and enacting teaching practice that suggest trajectories of growth that both depend upon learning from experience and are influenced by support from mentors, interaction with colleagues, and engagement in ongoing professional learning. (InTASC Model Core Teaching Standards, p. 50).
Provider	An inclusive term referring to the educator preparation provider (EPP) that is the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.
Qualitative Measures	Assessments or analyses that can be reported narratively and numerically to provide in-depth study of an individual, classroom, or school. Qualitative assessments include, but are not limited to, in-depth interviews, focus groups, observations, case studies, and ethnographic studies.
Quality Assurance System	Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements.
Quantitative Measures	Assessments or analyses that can be reported numerically and sometimes generalized to a larger population. Common quantitative measures include surveys (online, phone, paper), observation and other evaluative forms, and tests.
Rationale	A statement or argument that provides a justification for a selection, decision, or recommendation.
Relevance	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.
Reliability	The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

Reliable, Valid Model	For CAEP purposes (p. 17 of the Commission report), a case study that is presented to meet one or more of CAEP’s standards in which key outcomes and processes are gauged, changes and supporting judgments are tracked, and the changes presented are actually improvements. To be reliable and valid as a model, the case study should have followed CAEP’s guidelines in identifying a worthwhile topic to study, generated ideas for change, defined the measurements, tested solutions, transformed promising ideas into sustainable solutions that achieve effectiveness reliably at scale, and shared knowledge.
Representative	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.
Requirements	CAEP’s expectations other than those contained in the standards, including criteria for eligibility or candidacy, paying annual fees, submitting annual reports, publishing educator candidate performance data on websites, etc.
Retention Rates	Comparison of the number of candidates who entered a program against the number who completed the program and were recommended for certification or licensure. Retention rates may also be collected for the number of new teachers who begin work in schools and who are still working in specified subsequent years.
Review Panel	A 3-4 person group selected from an Accreditation Council that examines the self- study, site visitors’ report, and other accreditation documents related to an educator preparation provider’s (EPP) case for accreditation. The Review Panel makes a recommendation to the Joint Review Team of the Accreditation Council on the standards that are met and confirms or revises areas for improvement and/or stipulations.
Rigor	In education, refers both to a challenging curriculum and to the consistency or stringency with which high standard for learning and performance are upheld (adapted from the Western Association of Schools and Colleges glossary).
Rubric	A tool for scoring candidate work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left- hand vertical axis, and levels of performance across the horizontal axis. The work of performance may be given an overall score (holistic scoring) or criteria may be scored individually (analytic scoring). Rubrics are also used for communicating expectations (adapted from the Western Association of Schools and Colleges glossary).

Satisfaction	For CAEP purposes, the degree of confidence and acceptance that a preparation program was satisfactory, dependable, and true to its purpose by an employer or candidate.
Selected Improvement (SI) Pathway	One of three CAEP accreditation pathways in which an educator preparation provider (EPP) provides evidence that the CAEP Standards are met. The self study includes a data driven plan for improvement on a focal area selected by the EPP.
Self Study	The process and document that an educator preparation provider (EPP) creates/undergoes to evaluate its practices against CAEP standards.
Shared Accountability	A policy for holding educator preparation providers (EPPs), P-12 schools and teachers mutually responsible for students' and candidates' learning and academic progress.
Signature Assessment	An embedded assessment method using an assignment—either the identical assignment or multiple assignment all constructed according to a common template—across multiple courses or sections of courses. A sample of candidates' work products is then examined using a rubric to arrive at judgments about the quality of candidate learning across the course or program (adapted from the Western Association of Schools and Colleges glossary).
Site Visit	The two-to-three days in which site visitors conduct their summative review of an educator preparation provider's (EPP) self-study report and evidence on location at the EPP's campus or organizational headquarters. <i>(December 3-5, 2017 for FIU)</i>
Site Visitors	Evaluators who review educator preparation providers (EPPs) that submit a self- study for one of CAEP's accreditation pathways. Site visitors examine the EPP against the evidence presented to make the case for meeting the CAEP standards. Site visitors are selected from nominations by CAEP members, EPPs, states, and others; they must successfully complete training. <i>(FIU will have 6 Site Visitors. Please see separate document for names and brief bios)</i>
Site Visitors Report	The document prepared by site visitors during and/or following the site visit that verifies the evidence presented in the self-study report written by the educator preparation provider (EPP) to identify which evidence supports each CAEP standard and which evidence is inconsistent with the CAEP standard.
Stakeholder	Partners, organizations, businesses, community groups, agencies, schools, districts, and/or educator preparation providers (EPPs) interested in candidate preparation or education.
Standardized Test Scores	The numerical expression of a student's or educator candidate's performance on an examination that was administered and scored consistently across all of the test takers who took the same examination. This consistency permits a

more reliable comparison of student or educator candidate performance across test takers.

Standards	Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning.
State Program Review	The process by which a state governmental agency reviews a professional education program to determine if it meets the state’s standards for the preparation of school personnel.
STEM	Science, technology, engineering and mathematics.
Stewardship	The responsible oversight and protection of something considered worth caring for and preserving.
Stipulation	A statement written by a site visit team or review panel which is confirmed by the Accreditation Council as a deficiency related to one or more components or a CAEP standard. A stipulation is of sufficient severity that a standard is determined to be unmet. For educator preparation providers (EPPs) seeking to continue their accreditation, a stipulation must be corrected within two years to retain accreditation. For EPPs seeking initial or first accreditation, a stipulation leading to an unmet standard will result in denial of accreditation.
Strategic Evaluation	A component of CAEP Standard 5 (Provider Quality, Continuous Improvement, and Capacity) that refers to an educator preparation provider’s (EPP’s) use of a variety of methods and processes to provide timely, credible, and useful information that can be acted upon to increase its organizational effectiveness and its impact on its completers’ ability to support and improve P-12 student learning.
Structured	A quantitative research method commonly employed in survey research to ensure that each interview is presented with exactly the same questions in the same order; that answers can be reliably aggregated; and that comparisons can be made with confidence between sample subgroups or between different survey periods. For CAEP purposes the terms is used in the context of structured observation instruments and structured student surveys.
Student	A learner in a school setting or other structured learning environment. CAEP uses “student” to identify learners in P-12 schools.
Student Development	The physical, psychological and emotional changes that occur in P-12 students as they progress from dependency to increasing autonomy facilitated by the educational process.
Student Growth	The change for an individual in educational outcome(s) between two or more points in time as measured against state or national standards, in academic learning, or in “whole child” development.

Student Learning	The educational outcome(s) mastered by P-12 students as set forth in the academic curriculum during a given time period by the school or school system and as provided by the classroom teacher.
Student Surveys	Questionnaires about the performance of teachers and other school professionals that are completed by P-12 students. Student surveys are one of the measures that an educator preparation provider (EPP) could use to demonstrate the teaching effectiveness of its candidates and completers.
Substantive Change	Any change in the published mission or objectives of the organization or educator preparation provider (EPP); the addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the EPP was most recently accredited; a change from contracting with other providers for direct instructional services, including any teach-out agreements. Substantive changes are reported by EPPs in their annual report to CAEP.
Summative Assessment	Assessment that occurs at the conclusion or end point of a course or program to determine whether candidate learning outcomes have been achieved. See formative assessment (adapted from the Western Association of Schools and Colleges glossary).
Summative Report	The document prepared by site visitors during and/or following the site visit as a final evaluation and verification of the evidence presented in the self-study report by the educator preparation provider (EPP).
Teacher Performance Assessment (TPA)	An ongoing process for measuring teacher candidates' performance. CAEP expects these assessments to be validated based on state and national professional standards, to be reliably scored by trained evaluators, and to be used for continuous improvement of educator preparation.
Teach-out Agreement	An agreement between accredited educator preparation providers (EPPs) and its candidates that will provide a reasonable opportunity for candidates to complete their program of study if the EPP stops offering its educational program before all enrolled candidates have completed the program.
Teach-out Plan	A written document that describes the process for the equitable treatment of candidates when an educator preparation provider (EPP) ceases to operate a program before all candidates have completed their courses of study.
Technology	The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.
Title II	A requirement of the Higher Education Opportunity Act of 2008 that educator preparation providers (EPPs) report the performance of teacher candidates on state licensure tests along with other data.

Title IV	A requirement of the Higher Education Opportunity Act of 2008 and its predecessor that colleges and universities must be accredited by an institutional accrediting body recognized by the Secretary of the U.S. Department of Education for their students to be eligible for federal financial aid.
Transparency	Openness in communications about the accreditation process, documents prepared for accreditation, and the outcomes of the accreditation review.
Triangulation	A technique that reinforces conclusions based on data from multiple sources.
Validity	The extent to which a set of operations, test, or other assessment measures what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.
Value-added Measures (VAM)	For CAEP purposes, assessments that provide evidence of P-12 students' intended educational outcomes as measured by standardized tests and other assessments. For CAEP purposes, VAM should demonstrate the change over time of intended educational outcomes that is attributable to teacher preparation programs.
Verifiable	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.