

STANDARD 1

Content and Pedagogical Knowledge

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Kansas City, Missouri
March 2018

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Session Overview

- This session will focus on the key language and intent of CAEP Initial Standard 1 and components.
- Content will reference the evidence sufficiency criteria.
- The Advanced Standards are not covered in this presentation.
 - Please attend the session dedicated to those standards or access the presentation materials for guidance.

Evidence Sufficiency Rules for Standard 1

General Rules

- All components addressed
- EPP-Created Assessments at CAEP level of sufficiency
- At least 3-cycles of data
- Cycles of data are sequential
- Disaggregated data on candidates, for main/branch campuses

Special Rules

- No required components
- All data disaggregated by specialty licensure area
- Evidence from Standard 1 cited in support of continuous improvement, part of overall review system

EVIDENCE SUFFICIENCY: RESOURCES

CONSULT:

- Assessment Sufficiency Criteria
 - [CAEP Evaluation Framework for EPP-Created Assessments](#)
- Evidence Sufficiency Criteria
 - Evaluation Criteria for Self-Study Evidence - Standard 1
 - Not phase-in plan eligible;
 - Site Visits: Fall 2018 - Spring 2020 Plans with Progress
 - Site Visits : Fall 2020 and beyond report on evidence

Standard 1

Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the **critical concepts and principles of their discipline** and, by completion, **can use discipline-specific practices** flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Component 1.1 – Key Language

Candidates **demonstrate** an **understanding** of the 10 InTASC standards at the **appropriate progression level(s)** in the following categories: **the learner and learning, content, instructional practice, and professional responsibility.**

Consider: What evidence do I have that would demonstrate developing an understanding over time in these four categories?

Evidence Sufficiency Criteria, 1.1

CANDIDATES DEMONSTRATE UNDERSTANDING OF 10 InTASC STANDARDS

- All four of the InTASC categories are addressed with multiple indicators across the four categories
 - Multiple indicators/measures specific to application of content knowledge in clinical settings are identified
 - Data/evidence are analyzed including identification of trends/patterns, comparisons, and/or differences
 - Averages at/above acceptable levels on EPP's scoring indicators, on InTASC standards (categories)
 - If applicable, demonstration candidates performance is comparable to non-candidates' performance in same courses or majors
 - Performances indicate competency and benchmarked against the average licensure area performance of other providers
 - Interpretations and conclusions are supported by data/evidence

Component 1.2 – Key Language

Providers ensure that candidates **use research** and **evidence** to develop an understanding of the teaching profession and **use both to measure their P-12 students' progress** and their own professional practice.

Consider: What evidence do I have that would demonstrate using research and assessment (evidence) for student and professional learning?

Evidence Sufficiency Criteria, 1.2

CANDIDATES USE RESEARCH/EVIDENCE TOWARD TEACHING PROFESSION

- Data/evidence document effective Candidate use of
 - Research/evidence for planning, implementing, and evaluating students progress
 - Data to reflect on teaching effectiveness and own practice
 - Data to assess P-12 student progress and then modify instruction based on student data

Component 1.3 – Key Language

Providers ensure that candidates **apply content** and **pedagogical knowledge** as reflected in **outcome** assessments **in response to standards** of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

Consider: What evidence do I have that would demonstrate the application of content knowledge and in response to other professional standards?

Evidence Sufficiency Criteria, 1.3

CANDIDATES APPLY CONTENT/PEDAGOGICAL KNOWLEDGE, IN RESPONSE TO SPAs

- Licensure area questions are completed/supported by analysis/accurate interpretations of specialty licensure area data

PROGRAM REVIEW OPTIONS

- **CAEP-state agreements determine program review options for EPPs within state** (35 agreements signed to date)
- **Available program review options for EPPs in states with agreements:**
 - SPA review with National Recognition (*3 years prior to site visit*)
 - CAEP program review with feedback (*part of self-study report*)
 - State review of programs (*determined by state*)
- **Available program review options for EPPs in states without agreements:**
 - SPA review with National Recognition (*3 years prior to site visit*)
 - CAEP program review with feedback (*part of self-study report*)
 - State review of programs (*EPP coordinates with state to obtain and provide state agency report*)

Component 1.4 – Key Language

Providers **ensure** that candidates **demonstrate skills** and **commitment** that afford **all P-12 students access** to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Consider: What evidence do I have that would demonstrate skills and commitment to access for all students?

Evidence Sufficiency Criteria, 1.4

CANDIDATES DEMONSTRATE COLLEGE-AND-CAREER-READY STANDARDS

Multiple indicators/measures specific to evaluating proficiencies for Candidate's ability to:

- Provide effective instruction for all students (differentiation of instruction)
- Have students apply knowledge to solve problems and think critically
- Include cross-discipline learning experiences and to teach for transfer of skills
- Design and implement learning experiences that require collaboration and communication skills

Component 1.5 – Key Language

Providers **ensure** that candidates **model and apply technology standards** as they design, implement and assess learning experiences **to engage** students and **improve learning**; and **enrich professional practice**.

Consider: What evidence do I have that would demonstrate modeling and application of technology skills to enhance learning for students and self?

Evidence Sufficiency Criteria, 1.5

CANDIDATES MODEL AND APPLY TECHNOLOGY

- Candidates demonstrate
 - Knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources
 - The ability to design and facilitate digital learning
 - The ability to track and share student performance data digitally

Cross-Cutting Themes of Diversity and Technology

- Places in which the cross-cutting themes of diversity and technology must be explicitly addressed through evidence are **identified by the following icons** in the CAEP Evidence Table.

-  = diversity

and

-  = technology

Themes of Diversity and Technology

Diversity

Standard 1

- “Candidates” must demonstrate skills and commitment that provide all P-12 students access to rigorous college and career ready standards.

Technology

Standard 1

- Endorses InTASC teacher standards.
- Providers are to “...ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improving learning and enrich professional practice.”

In Summary - The Case for Standard 1

- **Information is provided from several sources and provides evidence of candidate knowledge, skills, and dispositions.**
- Grades, scores, pass rates, and other data are analyzed.
- Differences and similarities across licensure/field areas, comparisons over time, and demographical data are examined.
- Appropriate interpretations and conclusions are reached.
- Trends or patterns are identified that suggest need for preparation modification.
- Based on the analysis of data, planned or completed actions for change that are described.



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NEXT CAEP CON

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