CAEP Revised Initial Standards-DRAFT

Revised Standards to Take Effect Spring 2022

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop, through curriculum and experiences, a deep understanding of the critical concepts and principles of their discipline that integrate equity and diversity throughout candidates' courses and their developmental clinical experiences with diverse P-12 students. Upon completion, candidates can use discipline-specific practices and understand student culture and differing needs to advance learning by all students.

R1.1 The Learner and Learning The provider ensures candidates demonstrate an understanding and application of the InTASC standards at the appropriate progression levels relating to learner development, learning differences, and the learning environment at the appropriate progression level(s). Providers describe how the learner and learning are integrated into the curricula and developmental experiences and the evidence provided demonstrates a commitment to equity and diversity in preparing candidates to work with diverse P-12 students.

R1.2 Content The provider ensures that candidates have appropriate content knowledge and are able to apply the InTASC standards at the appropriate progression levels relating to content knowledge. These outcome assessments can be part of Specialized Professional Associations (SPAs), state approval processes, and/or data linked to national and/or state standards in the content area. Providers describe how content knowledge is integrated into the curricula and developmental experiences and the evidence provided demonstrates a commitment to equity and diversity in preparing candidates to work with diverse P-12 students.

R1.3 Instructional Practice The provider ensures that candidates understand and are able to apply the InTASC standards at the appropriate progression levels relating to instructional practices that measure their P-12 students' progress, plan for instruction, and use a variety of instructional strategies at the appropriate progression level(s). Further, providers ensure that candidates model and apply approved technology standards (e.g., ISTE, state standards) as they design, implement, and assess learning experiences to engage students and improve learning. Providers describe how instructional practices are integrated into the curricula and developmental experiences and the evidence provided demonstrates a commitment to equity and diversity in preparing candidates to work with diverse P-12 students.

R1.4 Professional Responsibility The provider ensures that candidates understand and are able to apply the InTASC standards at the appropriate progression levels relating to the expectations of the profession, including professional learning and ethical practice, collaboration and leadership. Providers describe how professional responsibilities are integrated into the curricula and developmental experiences and the evidence provided demonstrates a commitment to equity and diversity in preparing candidates to work with diverse P-12 students.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities (including online instruction), as well as with diverse P-12 students, school colleagues and mentors. Partners share responsibility to identify and address real problems of practice that candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation   Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, duration, and modality (including online instruction) to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development as presented in Standard 1.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates that the quality of candidates is continuous and purposeful from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that EPPs provide supports (such as advising, remediation, and counseling) in all phases of the program so candidates will be successful.

R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression The provider establishes criteria for and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions and professional responsibilities, and the ability to integrate technology effectively in their practice. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Foundational Academic Knowledge of Candidates The provider identifies a transition point (any point in the program) at which a cohort grade point average of 3.0 is achieved and monitors this data. The provider identifies a transition point at which it ensures candidate academic competency in reading, math, and writing as demonstrated through disaggregated:
- cohorted averages of national, standardized assessments. The CAEP criteria is meeting the 50th percentile.
 OR
- measures of candidate criteria tied to outcome performance (connect candidate criteria to completer impact in S4.1). This criteria could include national, standardized assessment data that does not meet the 50th percentile or state required assessments.

The provider plans and documents supports for candidates based on the disaggregated data that demonstrates candidate academic achievement by completion.

Standard 4: Program Impact
The provider demonstrates the effectiveness of its completers' instruction, P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness The provider demonstrates, using multiple sources of evidence, that program completers:
● effectively contribute to P-12 student-learning growth
  AND
● apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

R4.3 Satisfaction of Completers The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement
The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements,establish goals for improving fiscal and administrative capacity, and highlight innovations.

R5.1 Quality Assurance System   The provider has developed, implemented, and modified as needed, a viable and functioning quality assurance system that ensures a process to document operational effectiveness. This system documents how multiple measures enter the system, how the data is used in decision making, and the outcomes of those decisions for programmatic improvement.

R5.2 Data Quality This provider's quality assurance system from S5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure that interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement The provider includes relevant internal (e.g., faculty, staff, candidates, EPP administration) and external (e.g., alumni, employers, practitioners, school and community partners, and others defined by the provider) stakeholders in the program design, evaluation, and continuous improvement process.

R5.4 Continuous Improvement   The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and the effects of those innovations.

Standard 6: Fiscal and Administrative Capacity
The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. **For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard.6**. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

R6.1 Fiscal Resources   The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources   The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure   The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

Only For EPPs seeking access to Title IV funds
Standard 7: Record of Compliance with Title IV of the Higher Education Act
Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.