

**Discussion of Proposed CAEP Standards  
Unification of NCATE and TEAC: Draft CAEP Standards and the  
Commission's Common Standards**

**February 2013**

**Introduction**

This agenda item provides information about the development of the Council for the Accreditation of Educator Preparation (CAEP) and the development of the CAEP Standards. Agenda items on the plans for the unification of the National Council for the Accreditation of Educator Preparation (NCATE) and the Teacher Education Accrediting Council (TEAC) into a single accrediting body known as CAEP were presented to the COA at the June 2010 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-06/2010-06-item-17.pdf>) and the March 2011 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-03/2011-03-item-13.pdf>).

**Staff Recommendation**

This is an information item.

**Background**

The need for a single body that accredits educator preparation in the nation was seen as essential to allow a single voice to speak about the quality of educator preparation programs. Significant activities began in Fall 2010 to move this process forward by unifying the two federally approved accrediting bodies for educator preparation – TEAC and NCATE into a single body known as CAEP. Staff has been monitoring the progress being made in developing the CAEP accreditation process. CAEP has developed a Commission on Standards and Performance Reporting (<http://www.caepsite.org/releases/20120228.html>) that has been charged with developing the initial CAEP Standards. At this time the standards have not been release for field review.

***Draft CAEP Standards***

The draft CAEP standards are presented here for the COA discussion. There are only three standards that focus on the institution and its educator preparation unit. One of the underlying principles that has been cited by James Cilbulka of NCATE about the new CAEP effort is that there is agreement that the new standards should be higher and leaner. The draft standards are presented here:

**Standard 1: Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools**

**Standard 2: Data drive decisions about candidates and programs**

**Standard 3: Resources and practices support candidate learning**

**1. Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools**

This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must

provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.

**Teacher candidates and completers:**

- 1.1 know subject matter (including pedagogical content knowledge) and pedagogy
- 1.2 teach students in schools effectively and demonstrate their impact on P-12 student learning
- 1.3 nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn
- 1.4 use technology to enhance their teaching, classroom management, communications with families and assessment of student learning
- 1.5 work collaboratively with the community and other school personnel to support student learning
- 1.6 engage in ongoing learning that improves practice

**Other school professionals:**

- 1.1 know the professional knowledge for their field (e.g., educational leadership or school psychology)
- 1.2 work effectively with P-12 students, their families and their teachers to support learning and demonstrate the impact of that support on student learning
- 1.3 nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn
- 1.4 use technology effectively in their job role to support student learning
- 1.5 engage in ongoing learning that improves practice

**2. Data drive decisions about candidates and programs**

This standard addresses CAEP's expectations regarding data quality and use in program improvement. The education preparation provider (EPP) must provide evidence that it has a functioning quality control system that is effective in supporting program improvement. Its quality control system must draw on valid and reliable evidence from multiple sources.

- 2.1 Decisions are based on evidence from multiple measures of candidates learning, completers performance in the schools, and school and community conditions and needs.
- 2.2 The educator preparation provider has a system for regular self-assessment based on a coherent logic that connects the program's aims, content, experiences and assessments.
- 2.3 The reliability and validity of each assessment measure are known and adequate, and the unit reviews and revises assessments and data sources regularly and systematically.
- 2.4 The educator preparation provider uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.

**3. Resources and practices support candidate learning**

This standard addresses the EPP's capacity for offering high quality programs that prepare the educators needed in the nation's schools. The education preparation provider (EPP) must provide evidence that it has the capacity to ensure program quality and the preparation of education candidates who can effectively staff today's schools.

- 3.1 Curricula and other program components meet state and/or national standards.
- 3.2 Field experiences and clinical practice, offered in collaboration with P-12 schools, support candidate development as effective educators.
- 3.3 The educator preparation provider provides opportunities for candidates to work with diverse P-12 students and teachers, faculty and other candidates.
- 3.4 Full-time and part-time faculty members are qualified individually and in aggregate, for academic and/or clinical teaching.
- 3.5 Support services for candidates/completers are sufficient and equitable.
- 3.6 Facilities are appropriate and adequate to support candidate learning.
- 3.7 Administrative structures and financial resources support candidate learning and show parity at the institution.
- 3.8 Admissions and mentoring policies encourage the recruitment and retention of high-quality candidates.
- 3.9 Provision exists for candidates/completers to voice concerns.
- 3.10 Policies and practices (academic calendar, grading policy, program requirements, outcome data, etc.) are transparent and consistent.

Staff has reviewed the CAEP standards against the Commission's Common Standards and provides the COA with two staff-developed preliminary alignment matrices of how the two sets of standards compare. Appendix A shows the Commission's standards compare to the draft CAEP standards and Appendix B shows how the CAEP standards align with the Commission's adopted standards.

Appendix A provides a preliminary staff developed alignment matrix showing how the Commission's Common Standards align with the CAEP Standards. The CAEP Standards include a few concepts that are not addressed by the Commission's Common Standards.

CAEP Standard 1 focuses on the candidates knowledge, skills, and professional dispositions. Standard 1 includes the requirement that evidence shows that program completers have a positive impact on student learning. This requirement is not in the Commission's current standards. The Commission addresses many of the other concepts in the first CAEP standard in its adopted program standards.

Two additional topics in the CAEP Standards that are not currently addressed in the Commission's standards are the extent that the assessment measures must be reliable and valid and that a grievance process is in place for candidates and program completers.

- 2.3 The reliability and validity of each assessment measure are known and adequate, and the unit reviews and revises assessments and data sources regularly and systematically.
- 3.9 Provision exists for candidates/completers to voice concerns. (*The concept of a grievance process is proposed to be added to the Commission's Preconditions.*)

Appendix B provides a preliminary alignment matrix that aligns the draft CAEP Standards to the Commission's Common Standards. As the matrix shows, much of Common Standard 1 is not addressed by the CAEP Standards. The general thrust of the CAEP Standards is on the outcomes of the program(s). One of the process pieces that is in the Commission's Common

Standard on Resources is “A process that is inclusive of all programs is in place to determine resource needs.” The process for how the programs get resources is absent from the CAEP Standards. The statement in the CAEP Standards about the Faculty and Instructional Personnel is much broader, “Full-time and part-time faculty members are qualified individually and in aggregate, for academic and/or clinical teaching” than the Commission’s standard focusing on faculty. The CAEP standards do not specifically address current knowledge, collaboration with P-12, faculty development, evaluation recognition or retaining effective personnel. The CAEP Standards do not address District-Employed Supervisors separately from the statements about faculty.

#### ***Next Steps for the CAEP Standards***

The CAEP standards are scheduled for public comment from February 15-March 29, 2013. Staff will provide information on the public comment process to the COA and California’s educator preparation community. The summary from the public comment period should be available in April 2013 and the final meeting of the Commission on Standards and Performance is scheduled to be in May 2013. It is planned that the CAEP Standards will be presented to the CAEP Board of Directors in summer 2013. As the CAEP Standards complete the approval process, staff will continue to monitor the standards. Once the standards have been approved, the alignment matrix would be brought back to the COA for review, amendment and possible approval.

#### **Next Steps**

Staff will continue to monitor the unification of NCATE and TEAC as the transition to CAEP progresses and will update the COA when additional information is available.

**Appendix A**  
**Preliminary Alignment Matrix CAEP-Commission Common Standards**  
**Part I of II**

<b>CAEP Standards (2013)</b>	<b>Commission's Common Standards (2009)</b>
<p><b>1. Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools</b>  This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.</p>	<p><b>Standard 9: Assessment of Candidate Competence</b> Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</p>
<p><b>Teacher candidates and completers:</b></p>	<p><b>Commission's Program Standards Assure this</b></p>
1.1 know subject matter (including pedagogical content knowledge) and pedagogy	
1.2 teach students in schools effectively and demonstrate their impact on P-12 student learning	
1.3 nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn	
1.4 use technology to enhance their teaching, classroom management, communications with families and assessment of student learning	
1.5 work collaboratively with the community and other school personnel to support student learning	
1.6 engage in ongoing learning that improves practice	
<p><b>Other school professionals:</b></p>	<p><b>Commission's Program Standards Assure this</b></p>
1.1 know the professional knowledge for their field (e.g., educational leadership or school psychology)	
1.2 work effectively with P-12 students, their families and their teachers to support learning and demonstrate the impact of that support on student learning	
1.3 nurture the academic and social development of all students through professional dispositions such as caring, fairness and the	

CAEP Standards (2013)	Commission's Common Standards (2009)
belief that all students can learn	
1.4 use technology effectively in their job role to support student learning	
1.5 engage in ongoing learning that improves practice	
<p><b>2. Data drive decisions about candidates and programs</b>  This standard addresses CAEP's expectations regarding data quality and use in program improvement. The education preparation provider (EPP) must provide evidence that it has a functioning quality control system that is effective in supporting program improvement. Its quality control system must draw on valid and reliable evidence from multiple sources.</p>	<p><b>2: Unit and Program Assessment and Evaluation</b> The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p>
2.1 Decisions are based on evidence from multiple measures of candidates learning, completers performance in the schools, and school and community conditions and needs.	2.2 <u>The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations.</u>
2.2 The educator preparation provider has a system for regular self-assessment based on a coherent logic that connects the program's aims, content, experiences and assessments.	1.2 <u>The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.</u>
2.3 The reliability and validity of each assessment measure are known and adequate, and the unit reviews and revises assessments and data sources regularly and systematically.	
2.4 The educator preparation provider uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.	2.3 Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.
<p><b>3. Resources and practices support candidate learning</b>  This standard addresses the EPP's capacity for offering high quality programs that prepare the educators needed in the nation's schools. The education preparation provider (EPP) must provide evidence that it has the capacity to ensure program quality and the preparation of education candidates who can effectively staff today's schools.</p>	<p><b>Standard 3: Resources</b> The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.</p>

CAEP Standards (2013)	Commission's Common Standards (2009)
3.1 Curricula and other program components meet state and/or national standards.	If accredited by the Commission, then Yes
3.2 Field experiences and clinical practice, offered in collaboration with P-12 schools, support candidate development as effective educators.	<p><b>7: Field Experience and Clinical Practice</b> <u>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</u></p>
3.3 The educator preparation provider provides opportunities for candidates to work with diverse P-12 students and teachers, faculty and other candidates.	
3.4 Full-time and part-time faculty members are qualified individually and in aggregate, for academic and/or clinical teaching.	<p><b>4: Faculty and Instructional Personnel</b> Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.</p>
3.5 Support services for candidates/completers are sufficient and equitable.	<p><b>6: Advice and Assistance</b> <u>Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance</u></p>

CAEP Standards (2013)	Commission's Common Standards (2009)
	<u>to candidates</u> and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.
3.6 Facilities are appropriate and adequate to support candidate learning.	3.1 The institution provides the unit with the necessary budget, qualified personnel, <u>adequate facilities</u> and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.
3.7 Administrative structures and financial resources support candidate learning and show parity at the institution.	3.2 <u>Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.</u>
3.8 Admissions and mentoring policies encourage the recruitment and retention of high-quality candidates.	<b>5: Admission</b> In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.
3.9 Provision exists for candidates/completers to voice concerns.	
3.10 Policies and practices (academic calendar, grading policy, program requirements, outcome data, etc.) are transparent and consistent.	6.2 <u>Appropriate information is accessible</u> to guide each candidate's attainment of all program requirements.

**Appendix B**  
**Preliminary Alignment Matrix CAEP-Commission Common Standards**  
**Part II of II**

<b>Commission's Common Standards (2009)</b>	<b>CAEP Standards (2013)</b>
<p><b>Standard 1: Educational Leadership</b>            The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.            The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.            Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.            The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	
<p><b>Standard 2: Unit and Program Assessment and Evaluation</b>            The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.            The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations.            Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p>	<p><b>2. Data drive decisions about candidates and programs</b>            This standard addresses CAEP's expectations regarding data quality and use in program improvement. The education preparation provider (EPP) must provide evidence that it has a functioning quality control system that is effective in supporting program improvement. Its quality control system must draw on valid and reliable evidence from multiple sources.            2.1 Decisions are based on evidence from multiple measures of candidates learning, completers performance in the schools, and school and community conditions and needs.            2.2 The educator preparation provider has a system for regular self-</p>

Commission's Common Standards (2009)	CAEP Standards (2013)
	<p>assessment based on a coherent logic that connects the program's aims, content, experiences and assessments.</p> <p>2.3 The reliability and validity of each assessment measure are known and adequate, and the unit reviews and revises assessments and data sources regularly and systematically.</p> <p>2.4 The educator preparation provider uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.</p>
<p><b>Standard 3: Resources</b>  The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.  Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.  Sufficient information resources and related personnel are available to meet program and candidate needs.  A process that is inclusive of all programs is in place to determine resource needs.</p>	<p><b>3. Resources and practices support candidate learning</b>  This standard addresses the EPP's capacity for offering high quality programs that prepare the educators needed in the nation's schools. The education preparation provider (EPP) must provide evidence that it has the capacity to ensure program quality and the preparation of education candidates who can effectively staff today's schools.</p> <p>3.6 Facilities are appropriate and adequate to support candidate learning.</p> <p>3.7 Administrative structures and financial resources support candidate learning and show parity at the institution.</p>

Commission's Common Standards (2009)	CAEP Standards (2013)
<p>Standard 4: Faculty and Instructional Personnel            Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program.</p> <p>Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.</p> <p>They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.</p> <p>They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</p> <p>They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.</p> <p>The institution provides support for faculty development.</p> <p>The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.</p>	<p>3.4 Full-time and part-time faculty members are qualified individually and in aggregate, for academic and/or clinical teaching.</p>

Commission's Common Standards (2009)	CAEP Standards (2013)
<p><b>Standard 5: Admission</b>            In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</p>	<p>3.8 Admissions and mentoring policies encourage the recruitment and retention of high-quality candidates.</p>
<p><b>Standard 6: Advice and Assistance</b>            Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>	<p>3.5 Support services for candidates/completers are sufficient and equitable.</p> <p>3.10 Policies and practices (academic calendar, grading policy, program requirements, outcome data, etc.) are transparent and consistent.</p>

Commission’s Common Standards (2009)	CAEP Standards (2013)
<p><b>Standard 7: Field Experience and Clinical Practice</b>  The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards.</p> <p>For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel.</p> <p>Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</p>	<p>3.2 Field experiences and clinical practice, offered in collaboration with P-12 schools, support candidate development as effective educators.</p> <p>3.3 The educator preparation provider provides opportunities for candidates to work with diverse P-12 students and teachers, faculty and other candidates.</p>
<p><b>Standard 8: District-Employed Supervisors</b>  District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</p> <p>A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.</p> <p>Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>	

Commission’s Common Standards (2009)	CAEP Standards (2013)
<p><b>Standard 9: Assessment of Candidate Competence</b>  Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards.  Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</p>	<p><b>1. Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools</b>  This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.</p>