

CAEP Standards and California's Common Standards

How CAEP Standards Align with California's Common Standards	
<p>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, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p>	<p>9: Assessment of Candidate Competence</p>
<p>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 necessary to demonstrate positive impact on all P-12 students' learning and development.</p>	<p>7: Field Experience and Clinical Practice 8: District-Employed Supervisors</p>
<p>3: Candidate Quality, Recruitment and Selectivity The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.</p>	<p>5: Admission 6: Advice and Assistance</p>
<p>4: Program Impact The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p>	<p style="text-align: center;">-</p>
<p>5: Provider Quality Assurance and Continuous Improvement The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</p>	<p>2: Unit and Program Assessment and Evaluation</p>

The following Common Standards are not explicitly addressed by the CAEP Standards

- Standard 1: Educational Leadership
- Standard 3: Resources
- Standard 4: Faculty and Instructional Personnel

Crosswalk from the CAEP Standards to the Commission’s Common Standards

CAEP Standards and the Crosswalk to the Commission’s Common Standards

(Peach highlighted sections are not addressed by the Commission’s Common Standards and yellow highlighted text identifies concepts in the Common Standards that are not explicitly required by the CAEP Standards)

CAEP Standards (2013)	Commission’s Common Standards (2009)
<p>Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE <i>The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</i></p> <p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>Provider Responsibilities</p> <p>1.2 Providers ensure that completers 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.</p> <p>1.3 Providers ensure that completers 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).</p> <p>1.4 Providers ensure that completers 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).</p> <p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>	<p>Standard 9: Assessment of Candidate Competence 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>

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<p>Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE <i>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 necessary to demonstrate positive impact on all P-12 students’ learning and development.</i></p> <p>Partnerships for Clinical Preparation</p> <p>2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p> <p>Clinical Educators</p> <p>2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p> <p>Clinical Experiences</p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>	<p>Standard 7: Field Experience and Clinical Practice 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>STANDARD 8: DISTRICT-EMPLOYED SUPERVISORS District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>
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<p>Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY <i>The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.</i></p> <p>Plan for Recruitment of Diverse Candidates who Meet Employment Needs</p> <p>3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.</p> <p>Admission Standards Indicate That Candidates Have High Academic Achievement And Ability</p> <p>3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:</p> <ul style="list-style-type: none"> • is in the top 50 percent from 2016-2017; • is in the top 40 percent of the distribution from 2018-2019; and • is in the top 33 percent of the distribution by 2020. <p>If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.</p> <p>Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on</p>	<p>STANDARD 5: ADMISSION 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>STANDARD 6: ADVICE AND ASSISTANCE 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>

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these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

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<p>Standard 4: PROGRAM IMPACT <i>The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</i></p> <p>Impact on P-12 Student Learning and Development</p> <p>4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.</p> <p>Indicators of Teaching Effectiveness</p> <p>4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p> <p>Satisfaction of Employers</p> <p>4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.</p> <p>Satisfaction of Completers</p> <p>4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>	<p>The commission is developing program completer and employer surveys that could be used to demonstrate that a California institution meets specific parts of CAEP Standard 4: Program Impact—4.3 and 4.4.</p>

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<p>Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT <i>The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.</i></p> <p>Quality and Strategic Evaluation</p> <p>5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.</p> <p>5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p> <p>Continuous Improvement</p> <p>5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.</p> <p>5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.</p> <p>5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</p>	<p>Standard 2: Unit and Program Assessment and Evaluation</p> <p>The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.</p> <p>The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations.</p> <p>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>

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Concepts in the Commission’s Common Standards that are not explicitly required by the CAEP Standards
<p>Standard 1: Educational Leadership</p> <p>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.</p> <p>The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.</p> <p>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.</p> <p>The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>
<p>Standard 3: Resources</p> <p>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.</p> <p>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.</p> <p>Sufficient information resources and related personnel are available to meet program and candidate needs.</p> <p>A process that is inclusive of all programs is in place to determine resource needs.</p>
<p>Standard 4: Faculty and Instructional Personnel</p> <p>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>

Annual Reporting and CAEP Monitoring

<http://caepnet.org/accreditation/standards/annual-reporting-and-caep-monitoring/>

The Commission recommends that CAEP gather the following data and monitor them annually from all providers:

Measures of Program Impact:

- **Impact on P-12 learning and development** (data provided for component 4.1)
- **Indicators of teaching effectiveness** (data provided for component 4.2)
- **Results of employer surveys, including retention and employment milestones** (data provided for component 4.3)
- **Results of completer surveys** (data provided for component 4.4)

Measures of Program Outcome and Consumer Information:

- **Graduation rates**
- **Ability of completers to meet licensing (certification) and any additional state requirements** (e.g., through acceptable scores and pass rates on state licensure exams)
- **Ability of completers to be hired in education positions for which they were prepared**
- **Student loan default rates and other consumer information**

The Commission recommends that CAEP identify levels and significant amounts of change in any of these indicators that would prompt further examination by the CAEP Accreditation Council's Annual Monitoring Committee. Outcomes could include: (1) requirement for follow-up in future years, (2) adverse action that could include revocation of accreditation status or (3) recognition of eligibility for a higher level of accreditation.

In addition, the Commission recommends that CAEP include these data as a recurring feature in the CAEP annual report.