Commission on Teacher Credentialing

Professional Services Division

CAEP-CTC Crosswalk

The CAEP Standard(s) that align with the Commission's Common Standards are identified in the right hand column. The Common Standards highlighted in blue indicate Common Standard language that is *not* adequately addressed by the CAEP Standards. All CAEP-accredited Institutions will need to address and provide evidence for the highlighted language for continued accreditation by the Commission.

Common Standard	Aligned
Standard 1: Institutional Infrastructure to Support Educator Preparation	**CAEP Standards**
Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	
a. The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	
b. The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.	
c. The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.	2.1, 5.5
d. The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum*, professional development*/instruction, field based supervision and *clinical experiences*.	
e. The *Unit* Leadership has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.	
f. Recruitment and *faculty* development efforts suppor*t* hiring and retention of *faculty* who represent and *support* diversity and excellence.	

	CAEP Standards
g. *The institution* employs, assigns and retains only *qualified persons* to teach courses, provide *professional development*, and supervise field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service.*	
h. The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	
Standard 2: Candidate Recruitment and Support	**CAEP Standards**
Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success. a. The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.	3.2
b. The education *unit* purposefully recruits and admits candidates to diversify the educator pool in California and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.	3.1 (First sentence of 2b only)
c. Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.	3.4, 3.5
d. Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *support* efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.	3.4, 3.5 (First sentence of 2d only)
Standard 3: Course of Study, Fieldwork and Clinical Practice	**CAEP Standards**
a. The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and *support P-12 students* in meeting state-adopted content standards.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3
b. The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice.	1.1, 1.2, 1.3, 1.4, 1.5
c. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3
d. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of clinical personnel, *site-based supervisors* and school sites, as appropriate to the *program.*	2.2
e. Through site-based work and *clinical experiences*, programs offered by the *unit* provide candidates with opportunities to both experience issues of diversity that affect school	2.1, 2.3

	climate and to effectively implement research-based strategies for improving teaching and student learning.	
f.	*Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.	2.2
g.	The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.	2.2
h.	*Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.	2.2
i.	i. All *programs* effectively implement and *evaluate* fieldwork and clinical practice.	2.1, 2.2, 2.3
j.	For each *program* the *unit* offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population and the opportunity to work with the range of *students* identified in the *program* standards.	
Standard 4 – Continuous Improvement		**CAEP Standards**
a.	The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings.	5.1, 5.2, 5.3
b.	The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	5.1, 5.2, 5.3
c.	Both the <u>unit</u> and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.	5.1, 5.2, 5.3
d.	The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.	5.1, 5.5
Standard 5 – Program Impact		**CAEP Standards**
a.	The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	1.1, 1.2, 1.3, 1.4, 1.5
b.	The *unit* and its *programs* evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on *teaching and learning* in schools that serve California's *students.*	4.1, 4.2, 4.3, 4.4

A summary of the Common Standards that must be addressed by all California institutions responding to the CAEP Standards is provided below:

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

a. The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for *California public schools* and the effective implementation of California's adopted standards and curricular frameworks.

b. The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.

d. The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum*, professional development*/instruction, *field based supervision* and *clinical experiences*.

e. The *Unit Leadership* has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.

f. Recruitment and *faculty* development efforts suppor*t* hiring and retention of *faculty* who represent and support diversity and excellence.

g. *The institution* employs, assigns and retains only *qualified persons* to teach *courses*, provide *professional development*, and *supervise* field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service.*

h. The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Candidate Recruitment and Support

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

b. … and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.

d. … A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

Standard 3: Course of Study, Fieldwork and Clinical Practice

j. For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population and the opportunity to work with the range of students identified in the program standards.

Resources

National Professional Organization Accreditation: Alignment with the California Accreditation System http://www.ctc.ca.gov/educator-prep/accred-alignment.html

Common Standards (2015) http://www.ctc.ca.gov/educator-prep/STDS-common.html

CAEP Standards (2013) http://caepnet.org/standards/introduction

Contact Information
If you have questions about the Common Standards-CAEP Alignment Matrix, please contact the Administrator of Accreditation.