CAEP STANDARDS FOR EDUCATOR PREPARATION

The Council for the Accreditation of Educator Preparation (CAEP) will ensure that programs prepare future teachers to know the content of the subject(s) they will teach, know how to teach that content effectively to students from diverse groups and demonstrate their positive impact on P-12 student learning in diverse school settings. CAEP will ensure that other school professionals have the knowledge and skills to support the academic and social development of all students. CAEP will ensure that programs collect, analyze and use evidence of candidate learning to improve the preparation program. CAEP will ensure that programs have the capacity, resources and practices to support candidate learning. These Common Standards for Educator Preparation serve as a framework for the standards, processes and procedures of each Commission in CAEP.

1. CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS FOR EFFECTIVE WORK IN SCHOOLS.

Teacher candidates and completers:

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

Other school professionals:

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

2. DATA DRIVE DECISIONS ABOUT CANDIDATES AND PROGRAMS.

- Decisions are based on evidence from multiple measures of candidates' learning, completers' performance in the schools and school and community conditions and needs.
- The unit has a system for routine self-assessment based on a coherent logic that connects the program's aims, content, experiences and assessments.
- 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.

- The unit uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.

3. RESOURCES AND PRACTICES SUPPORT CANDIDATE LEARNING.

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

The following table demonstrates how the work of each Commission currently aligns with each of these standards and their subcomponents:

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

<table>
<tr><td colspan="2">• Teacher candidates and completers know subject matter (including pedagogical content knowledge) and pedagogy.
• Other school professionals know the professional knowledge for their field (e.g., educational leadership or school psychology)</td></tr>
<tr><td>TEAC
Quality Principle 1.1: Programs provide evidence that they have valid and reliable measures of candidate subject matter knowledge or professional knowledge and a functioning quality control system that ensures that Quality Principle 1.1 is met. Inquiry Briefs report evidence from at least three most recent academic years; Inquiry Brief Proposals report available pilot evidence as well as baseline evidence required for state program approval (grades, licensure test scores, etc.). All evidence is audited by the TEAC audit team.</td><td>NCATE
Standard 1 on Candidate Knowledge, Skills, and Professional Dispositions: Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge…necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td></tr>
<tr><td colspan="2">• Teacher candidates and completers teach students in schools effectively and demonstrate their impact on P-12 student learning.
• Other school professionals work effectively with P-12 students, their families, and their teachers to support learning and demonstrate the impact of that support on student learning.</td></tr>
<tr><td>TEAC
Quality Principle 1.3: Programs provide evidence that they have valid and reliable measures of caring and effective teaching or leadership skills and a functioning quality control system that ensures that Quality Principle 1.3 is met. Inquiry Briefs report evidence from at least three most recent academic years; Inquiry Brief Proposals report available pilot evidence as well as baseline evidence required for state program approval (grades, licensure test scores, etc.). All such evidence is also audited by the TEAC audit team.</td><td>NCATE
Element 1d on Student Learning for Teacher Candidates: …Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress…

Element 1f on Student Learning for Other School Professionals: Candidates for other professional school roles are able to create positive environments for student learning…

Element 3c on Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn: …Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning.</td></tr>
<tr><td colspan="2">• Teacher candidates and completers nurture the academic and social development of all students through professional dispositions such as caring, fairness, and the belief that all students can learn.
• Other school professionals nurture the academic and social development of all students through professional dispositions such as caring, fairness, and the belief that all</td></tr>
</table>

students can learn.	
TEAC *Quality Principle 1.2*: Programs provide evidence that they have valid and reliable measures of pedagogical knowledge or strategic decision-making skills and a functioning quality control system that ensures that *Quality Principle 1.2* is met. *Inquiry Briefs* report evidence from at least three most recent academic years; *Inquiry Brief Proposals* report available pilot evidence as well as baseline evidence required for state program approval (grades, licensure test scores, etc.). All such evidence is also audited by the TEAC audit team. *Quality Principle* 1.4.2: Programs provide evidence that they have valid and reliable measures of evidence of candidates' knowledge of and experiences with multicultural perspectives. *Quality Principle 2.3.3:* Programs provide evidence that they have valid and reliable measures of evidence that the admissions policies encourage diversity and service in high-demand areas.	**NCATE** *Element 1g on Professional Dispositions for All Candidates:* ,,,Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn… *Standard* 4 on Diversity: The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
• **Teacher candidates and completers use technology to enhance their teaching, classroom management, communications with families, and assessment of student learning.** • **Other school professionals use technology effectively in their job role to support student learning.**	
TEAC *Quality Principle I.4.3:* Programs provide evidence that they have valid and reliable measures of evidence of candidates' knowledge and use of technology and a functioning quality control system that ensures that *Quality Principle I.4.3* is met. *Inquiry Briefs* report evidence from at least three most recent academic years; *Inquiry Brief Proposals* report available pilot evidence as well as baseline evidence required for state program approval (grades, licensure test scores, etc.). All such evidence is also audited by the TEAC audit team.	**NCATE** *Conceptual Framework* includes candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology. *Element 1b on Pedagogical Content Knowledge and Skills for Teacher Candidates:* [Candidates] are able to select and use a broad range of instructional strategies and technologies that promote student learning. *Element 3b on Design, Implementation, and Evaluation of Field Experiences and Clinical Practice:* Clinical practice allows candidates to use information technology to support teaching and learning.
• **Teacher candidates and completers work collaboratively with the community and other school professionals to support student learning.**	
TEAC *Quality Principle 1.3:* Programs provide evidence that they have valid and reliable measures that candidates act as knowledgeable professionals. Evidence for educational leadership candidates addresses collaborative relationships with the	**NCATE** *Element 1d on Student Learning for Teacher Candidates:* [Candidates] are aware of and utilize school and community resources that support student learning.

community and within the school. *Inquiry Briefs* report evidence from at least three most recent academic years; *Inquiry Brief Proposals* report available pilot evidence and baseline evidence required for state program approval. All such evidence is audited by the TEAC audit team.	*Element 1f on Student Learning for Other School Professionals:* [Candidates understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.
• Teacher candidates and completers engage in ongoing learning that improves practice. **• Other school professionals engage in ongoing learning that improves practice.**	
TEAC *Quality Principle I.4.1*: Programs provide evidence that they have valid and reliable measures of evidence of candidates' learning how to learn and a functioning quality control system that ensures that *Quality Principle I.4.1* is met. *Inquiry Briefs* must evidence from at least three most recent academic years; *Inquiry Brief Proposals* report available pilot evidence as well as baseline evidence required for state program approval (grades, licensure test scores, etc.). All such evidence is also audited by the TEAC audit team.	**NCATE** *Element 1c on Professional and Pedagogical Knowledge and Skills for Teacher Candidates:* Initial teacher candidates "reflect on their practice." Candidates in advanced programs for teachers "reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities."

STANDARD 2: Data drive decisions about candidates and programs.

Decisions are based on evidence from multiple measures of candidates' learning, completers' performance in the schools, and school and community conditions and needs.	
TEAC *Appendix E:* Programs state: a) all the assessments it uses to gather evidence, b) categories of evidence it plans to collect in the future, and c) categories of evidence that it neither collects nor plans to collect, with justification. All extant program data are disclosed and available upon request to the accreditor. During the audit, TEAC also reviews Evidence of Faculty Learning and Inquiry (*Quality Principle II*): 2.1 Rationale for the assessments; 2.2 Program decisions and planning based on evidence; 2.3 Quality control system.	**NCATE** *Standard 2:* The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. *Element 2a on Assessment System:* Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.
The unit has a system for routine self-assessment based on a coherent logic that connects the program's aims, content, experiences, and assessments.	
TEAC The program presents the claims it makes that its graduates are qualified, competent, and caring, and aligns those claims to TEAC's principles and to state regulations. It introduces the assessments that will yield the evidence that candidates meet the program's claims and it provides a rationale for why it relies on the assessments it uses.	**NCATE** *Precondition 4 on Conceptual Framework:* 4.1 A brief description provides an overview of the unit's conceptual framework. ; 4.2 The vision and mission of both the institution and unit are clearly described; .3 The unit's philosophy, purposes, and goals/organizational standards support its conceptual framework; 4.5 Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, are aligned with the expectations in professional, state, and institutional

	standards. *Element 2.1 on Assessment System:* The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community.
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.	
TEAC The program describes the assessments it uses, the evidence of candidate learning the assessments yield, and the reliability and validity of faculty interpretations of the evidence. In the *Inquiry Brief Proposal*, the program describes the pilot evidence of candidate learning yielded to date and the reliability and validity of that evidence, as well as how it will determine the reliability and validity of faculty interpretations on the additional evidence it will be collecting.	**NCATE** *Element 2a on Assessment System*: The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.
The unit uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.	
TEAC Section 4 (Results): Programs list all the options included in its case for accreditation and evidence for each program option or certification area is disaggregated. Each program option is described in Appendix D (Program Requirements) and aligned to state and national standards.	**NCATE** *Element 2a on Assessment System:* The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. *Element 2c on Use of Data for Program Improvement:* The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences.

STANDARD 3: Resources and practices support candidate learning.

Curricula and other program components meet state and/or national standards.	
TEAC Appendix D (Program Requirements): Programs list how each licensure area meets state requirements and/or national standards, in light of program goals and relevant state requirements.	**NCATE** *Standard 1: …Assessments indicate that candidates meet professional, state, and institutional standards.*
Field experiences and clinical practice offered in collaboration with P-12 schools, support candidate development as effective teachers.	
TEAC *Quality Principle 1.3*: Programs provide evidence of candidate learning in terms of caring and effective teaching skills which includes artifacts from field experiences and clinical practice, field placement assignments, and training of cooperating teachers and university supervisors in terms of candidate assessments.	**NCATE** *Standard 3 on Field Experiences and Clinical Practice:* The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. *Element 3a on Collaboration between Unit and*

	School Partners: The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions.
Programs provide opportunities for candidates to work with diverse P-12 students and teachers, faculty, and other candidates.	
TEAC *Quality Principle I.4.2*: Programs provide evidence that they have valid and reliable measures of evidence of candidates' knowledge of and experiences with multicultural perspectives and a functioning quality control system that ensures that *Quality Principle I.4.2* is met. *Inquiry Briefs* report evidence from at least three most recent academic years; *Inquiry Brief Proposals* report available pilot evidence as well as baseline evidence required for state program approval (grades, licensure test scores, etc.).	**NCATE** *Standard 4 on Diversity:* …Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
Full-time and part-time faculty members are qualified, individually and in aggregate, for academic and/or clinical teaching.	
TEAC Appendix C: Programs provide information on faculty qualifications, teaching responsibilities, and scholarship demonstrating that faculty members are qualified for their teaching assignments. TEAC audits the program's quality control system in terms of *Quality Principle 2.3.2* faculty (have an accurate and balanced understanding of the field).	**NCATE** *Standard 5 on Faculty Qualifications, Performance, and Development:* Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.
Support services for candidates/completers are sufficient and equitable.	
TEAC *Quality Principle 3.1 and 3.2:* Programs provide evidence of institutional commitment and capacity for program quality in terms of parity and sufficiency, including evidence that support services available to candidates in the program are equal to the level of support services provided by the institution as a whole and sufficient to support the operations of the program.	**NCATE** *Element 6a on Unit Leadership and Authority:* The unit ensures that candidates have access to student services such as advising and counseling.
Facilities are appropriate and adequate to support candidate learning.	
TEAC *Quality Principle 3.1 and 3.2:* Programs provide evidence of institutional commitment and capacity for program quality in terms of parity and sufficiency, including evidence that facilities, equipment, and supplies allocated to the program by the institution are proportionate to the overall institutional resources.	**NCATE** *Element 6b on Budget:* The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. *Element 6d on Unit Facilities:* The unit has adequate campus and school facilities to support candidates in meeting standards. *Element 6e on Unit Resources including Technology:* The unit has adequate information

	technology resources to support faculty and candidates.
Administrative structures and financial resources support candidate learning and show parity at the institution.	
TEAC *Quality Principle 3.1 and 3.2:* Programs provide evidence of institutional commitment and capacity for program quality in terms of parity and sufficiency, including evidence that resources allocated to the program are proportionate to the overall allocation of financial resources to other programs at the institution and sufficient to support the operations of the program and to promote success in candidate learning as required by *Quality Principle 1*. Appendix B (Capacity) also shows parity between program faculty and faculty in other institutional programs.	**NCATE** *Standard 6:* The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. *Element 6b on Budget:* The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. *Element 6e on Unit Resources including Technology:* The unit allocates resources across programs to prepare candidates to meet standards for their fields
Admissions and mentoring policies encourage the recruitment and retention of high quality candidates.	
TEAC *Quality Principle 2.3.3:* Programs provide evidence that admission policies encourage diversity and service in high-demand areas.	**NCATE** *Supporting Explanation of Standard 2 on Assessment System and Unit Evaluation:* The unit uses multiple indicators (e.g., 3.0 GPA, mastery of basic skills, general education knowledge, content mastery, and life and work experiences) to identify candidates with potential to become successful teachers or assume other professional roles in schools at the point of entry into programs.
Provision exists for candidates/completers to voice concerns.	
TEAC *Quality Principle 3.1 and 3.2:* Programs provide evidence of institutional commitment and capacity for program quality in terms of parity and sufficiency, including evidence that candidate complaints about the program's quality are proportionally no greater or significant than the complaints made by candidates in other programs.	**NCATE** *Element 2b on Data Collection, Analysis, and Evaluation:* The unit maintains records of formal candidate complaints and documentation of their resolution.
Policies and practices (academic calendar, grading policy, program requirements, outcome data, etc.) are transparent and consistent.	
TEAC *Quality Principle 3.1 and 3.2:* Programs provide evidence of institutional commitment and capacity for program quality in terms of parity and sufficiency, including evidence that policies and practices are adequate for program quality and satisfy federal requirements. Programs provide links to policy manuals, handbooks, catalogs, etc., in response to the welcome letter from the TEAC lead auditor.	**NCATE** *Element 6a on Unit Leadership and Authority:* Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.