

**Standard 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.*

**Content Knowledge and Pedagogical Knowledge**

- 1.1 Candidates demonstrate an understanding of the critical concepts and principles in their discipline, including college and career-readiness expectations, and of the pedagogical content knowledge necessary to engage students' learning of concepts and principles in the discipline.

**Instructional Practice**

- 1.2 Candidates create and implement learning experiences that motivate P-12 students, establish a positive learning environment, and support P-12 students' understanding of the central concepts and principles in the content discipline. Candidates support learners' development of deep understanding within and across content areas, building skills to access and apply what students have learned.
- 1.3 Candidates design, adapt, and select a variety of valid and reliable assessments (e.g., formative and summative measures or indicators of growth and proficiency) and employ analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own, progress and growth.
- 1.4 Candidates engage students in reasoning and collaborative problem solving related to authentic local, state, national, and global issues, incorporating new technologies and instructional tools appropriate to such tasks.
- 1.5 Candidates use research and evidence to continually evaluate and improve their practice, particularly the effects of their choices and actions on others, and they adapt their teaching to meet the needs of each learner.

**The Learner and Learning**

- 1.6 Candidates design and implement appropriate and challenging learning experiences, based on an understanding of how children learn and develop. They ensure inclusive learning environments that encourage and help all P-12 students reach their full potential across a range of learner goals.
- 1.7 Candidates work with P-12 students and families to create classroom cultures that support individual and collaborative learning and encourage positive social interaction, engagement in learning, and independence.
- 1.8 Candidates build strong relationships with students, families, colleagues, other professionals, and community members, so that all are communicating effectively and collaborating for student growth, development, and well-being.

**Equity**

- 1.9 Candidates reflect on their personal biases and access resources that deepen their own understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences to build stronger relationships and to adapt practice to meet the needs of each learner.

On equity

- h. Provider criteria that qualify candidates for completion, with program performance indicating that all completers have opportunities to reflect on their personal biases, access appropriate resources to deepen their understanding, can use this information and related experiences to build stronger relationships with P-12 learners, and can adapt their practices to meet the needs of each learner

(NOTE: The provider would also monitor data on:

- (1) Quality of candidates available in response to Standard 3 on Candidate quality, recruitment and selectivity, and
- (2) P-12 student learning, observations and surveys that are available in response to Standard 4, Program Impact.)

## **Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE**

***The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills and dispositions necessary to demonstrate positive impact on all P-12 students' learning.***

### **Partnerships for Clinical Preparation**

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations, 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.

### **Clinical Educators**

2.2 Partners co-select, prepare, evaluate, support and retain high-quality clinical educators who demonstrate a positive impact on candidates' development and P-12 student learning. 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.

### **Clinical experiences**

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. Clinical experiences, including technology-based applications, are structured to demonstrate candidates' development of the knowledge, skills, and dispositions that are associated with a positive impact on P-12 student learning.

***NOTE: In this report, the term "all students" is defined as children or youth attending P-12 schools including students with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and geographic origin.***

**Standard 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.*

**Plan for Recruitment**

3.1 The provider presents plans and goals for strategic and recruitment outreach to recruit high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.

**Recruitment of Diverse Teacher Candidates**

3.2 The provider documents goals, efforts and results for the admitted pool of candidates that demonstrate the diversity of America's P-12 students (including students with disabilities, exceptionalities, and diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and geographic origin).

**Recruitment to Meet Employment Needs**

3.3 The provider demonstrates efforts to know and address community, state, national, or regional or local needs for hard to staff schools and shortage fields, including STEM, English language learning, and students with disabilities.

**Admission Standards Indicate That Candidates Have High Academic Achievement And Ability**

3.4 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 GPA of its accepted cohort of candidates meets or exceeds the CAEP minimum GPA of 3.0 and a group average performance in the top third of those who pass a nationally normed admissions assessment such as ACT, SAT or GRE.<sup>24</sup> The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. If a program has a model that predicts effective teaching empirically as measured in reliable and valid ways, the cohort group floor must be above the mean of the predicted measure.

**Additional Selectivity Factors**

3.5 Provider preparation programs establish and monitor attributes 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 deemed important in the selection process and for development during preparation, predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

3.6 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, and pedagogical skills, including the effective use of technology.

### **Selection At Completion**

- 3.7 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 P-12 student learning.**
- 3.8 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.**

### **Rationale**

Educator preparation providers have a critical responsibility to ensure the quality of their candidates. This responsibility continues from purposeful recruitment that helps fulfill the provider's mission, to admissions selectivity that builds an able and diverse pool of candidates, through monitoring of candidate progress and providing necessary support, and to demonstrating that candidates are proficient at completion and that they are selected for employment opportunities that are available in areas served by the provider. The integration of recruitment and selectivity as EPP responsibilities to ensure quality is emphasized in a recent National Research Council report:<sup>25</sup>

The quality of new teachers entering the field depends not only on the quality of the preparation they receive, but also on the capacity of preparation programs to attract and select academically able people who have the potential to be effective teachers. Attracting able, high-quality candidates to teaching is a critical goal.

The majority of American educators are White, middle class, and female.<sup>26</sup> A 2006 study reported 75 percent of teachers are female, 84 percent are White.<sup>27</sup> The makeup of the nation's teacher workforce has not kept up with the changing demographics. At the national level, students of color make up more than 40 percent of the public school population, while teachers of color are only 17 percent of the teaching force.<sup>28</sup> The mismatch has consequences. Goldhaber and Hansen<sup>29</sup> found that student achievement is positively impacted by a racial/ethnicity match between teachers and students.

While recruitment of talented minority candidates is a time- and labor-intensive process,<sup>30</sup> "teachers of color and culturally competent teachers must be actively recruited and supported."<sup>31</sup> Recruitment can both increase the quality of selected candidates and offset potentially deleterious effects on diversity from more selective criteria—either at admissions or throughout a program.<sup>32</sup> "Successful programs recruit minority teachers with a high likelihood of being effective in the classroom" and "concentrate on finding candidates with a core set of competencies that will translate to success in the classroom."<sup>33</sup> There is evidence that providers of alternative pathways to teaching have been more successful in attracting non-White candidates. Feistritzer reports alternative provider cohorts that are 30 percent non-White, compared with 13 percent in traditional programs.<sup>34</sup>

The 2010 NCATE Panel on Clinical Partnerships advocated attention to employment needs as a way to secure greater alignment between the teacher market and areas of teacher preparation.<sup>35</sup> The federal Department of Education regularly releases lists of teacher shortages by both content area specialization and state.<sup>36</sup> Some states also publish supply and demand trends and forecasts and other information on market needs. These lists could assist EPP programs in shaping their preparation program offerings and in setting recruitment goals.

There is a broad public consensus that providers should attract and select able candidates who will become effective teachers. The 2011 Gallup Phi Delta Kappan education poll<sup>37</sup> reported that

## Standard 4: PROGRAM IMPACT

***The provider demonstrates the impact of its completers on P-12 student learning, classroom instruction and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.***

### **Impact on P-12 student learning**

4.1 The provider documents, using value-added measures where available, other state-supported P-12 impact measures, and any other measures constructed by the provider, that program completers contribute to an expected level of P-12 student growth.

### **Indicators of teaching effectiveness**

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.

### **Satisfaction of employers**

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.

### **Satisfaction of completers**

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation was relevant to the responsibilities they confront on the job and that the preparation was effective.

## **Rationale**

CAEP Commission standards 1 through 3 address the preparation experiences of candidates, their developing knowledge and skills, and their abilities at the point of program completion. Candidate progress and faculty conclusions about the readiness of completers at exit are direct outcomes of the provider's efforts.

By contrast, Standard 4 addresses the results of preparation programs at the point where they matter—the classroom teaching and other educator responsibilities in schools. Knowing results, learning from that knowledge, and turning the information back to assess the preparation experiences are the expected responsibilities of every provider. The Baldrige education award criteria place 45 percent (450 of 1000) of their rating points on results. Student results and operational effectiveness are a significant component of those points. For a preparation provider, the student results have a dual meaning: first, candidate mastery of the knowledge and skills necessary for effective teaching, and second teaching that has positive effects on P-12 student learning.

The paramount goal of providers is to prepare candidates who will have a positive impact on P-12 students. Impact can be measured in many ways, and one being adopted by several states and districts is known as "value-added modeling." A large Gates' supported research effort, the Measures of Effective Teaching (MET) project, provides useful guidance about the circumstances under which this model can most validly be used. These new findings are consistent with those noted in *Preparing Teachers: Building Evidence for Sound Policy* (NRC, 2010):<sup>59</sup> "Value-added models may provide valuable information about effective teacher preparation, but not definitive conclusions, and are best considered together with other evidence from a variety of perspectives."