Council for the Accreditation of Educator Preparation

Standards for Advanced Programs
as approved by the CAEP Board of Directors
June 5, 2014

Definition:

Advanced Programs. Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the postbaccalaureate level. Examples of these programs include:

- Teachers who are preparing for a second license at the graduate level in a field different from the field in which they had their first license;
- Programs for teachers who are seeking a master's degree in the field in which they teach;
- Programs not tied to licensure, such as programs in curriculum and instruction; and
- Programs for other school professionals, such as school counselors, school psychologists, educational administrators, and reading specialists.

CAEP Standards with Components *Approved by CAEP Board – August 2013*	
Standard 1 *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.*	
Initial Components	**Advanced Program Components**
Candidate Knowledge, Skills, and Professional Dispositions 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	**Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.
Provider Responsibilities 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.	**Provider Responsibilities** 1.2 Providers ensure that advanced program completers use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline.
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).	1.3 Providers ensure that advanced program completers apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist including Specialized Professional Associations (SPAs) and other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs - CACREP).
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).	1.4 Providers ensure that advanced program completers demonstrate skills and commitment to creating supportive environments 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).

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.	1.5 Providers ensure that advanced program completers model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.

GLOSSARY FOR ADVANCED PROGRAM STANDARDS

All P-12 students: Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

Candidate: On the right (Advanced Program Components) columns in this report, the term "candidate" refers to individuals enrolled in advanced programs. On the left (Initial Components), *Candidate* refers to an individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

Completer: On the right (Advanced Program Components), this term embraces candidates exiting from degree programs and also candidates exiting from other higher education programs or preparation programs conducted by alternative providers that may or may not offer a certificate or degree. On the left (Initial Components), *Completer* refers to any candidate who is exiting a preparation program by successfully satisfying the requirements of the Educator Preparation Provider (EPP).

Note: In Standard 1, the subjects of components are "candidates." The specific knowledge and skills described will develop over the course of the preparation program and may be assessed at any point, some near admission, others at key transitions such as entry to clinical experiences and still others near candidate exit as preparation is completed.

Provider: An inclusive term referring to the Educator Preparation Provider (EPP) that is the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.

Standard 2

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.

Initial Components	Advanced Program Components
Partnerships for Clinical Preparation	**Partnerships for Clinical Preparation**
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.	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 advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program 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 advanced program candidate outcomes.
Clinical Educators	**Clinical Educators**
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.	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 advanced program 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.

Clinical Experiences	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 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.	2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support 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 advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

GLOSSARY FOR ADVANCED PROGRAM STANDARDS

Clinical Educators: All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Partner: Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.

Partnership: Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

Stakeholder: Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

CAEP Standards with Components Approved by CAEP Board – August 2013	
CAEP Standards with Components	**CAEP Standards for Advanced Programs with Components**
Standard 3 *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.*	**Standard 3*** *The provider demonstrates that the quality of advanced program 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 advanced program completers are prepared to perform effectively and are recommended for certification where applicable. 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.* • Change of wording of the standard is noted in red.
Plan for Recruitment of Diverse Candidates who Meet Employment Needs 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.	**Plan for Recruitment of Diverse Candidates who Meet Employment Needs** 3.1 The provider presents plans and goals to recruit and support completion of high-quality advanced program 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 school and district staff prepared in advanced fields.
Admission Standards Indicate That Candidates Have High Academic Achievement and Ability 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	**Admission Standards Indicate That Candidates Have High Academic Achievement and Ability** 3.2 The provider sets admissions requirements, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, 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, or the group average performance on

CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE: ▪ 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.[i] 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. 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 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.	a nationally normed ability/achievement assessment such as GRE, MAT, or other required graduate level assessment is in the top 50%.] 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 these criteria must meet or exceed the standard that has been shown to positively correlate with measures of supportive environments that positively impact on all 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	**Additional Selectivity Factors** 3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that advanced program 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

how the academic and non-academic factors predict candidate performance in the program and effective teaching.	the academic and non-academic factors predict advanced program candidate performance in the program and in service.
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.	**Selectivity During Preparation** 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-driven decision making, 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.	**Selection At Completion** 3.5 Before the provider recommends any advanced program candidate for program completion, it documents that the advanced program candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning.
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.	3.6 Before the provider recommends any advanced program candidate for program completion, it documents that the advanced program 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.

*This document is intended to adapt the 3.2 admissions criteria for initial preparation to graduate level advanced preparation programs. The first sentence would parallel the provisions for initial preparation relevant to EPP admission requirements, a CAEP minimum, normed ability/achievement assessments, and monitoring the results for the admitted candidates. The bracketed phrase would maintain the 3.0 GPA. In this case there appears to be no nationally representative data, but available statistics suggest that 3.0 is in range of current GPA for college BA level work. The "top half" would be set as a criterion for cohort performance on a normed test of ability/achievement. However, there would be no phase-in period to a higher criterion (moving up to the top 40% and then the top 33%) as there is for initial preparation. Instead, CAEP could evaluate how the 50% level works in actual practice. Currently, for GRE verbal, the "top half" of all test takers who indicate their intended field of graduate study demonstrate similar performance for education as for engineering, physical sciences, life sciences and business. The normed test and GPA requirements would be alternatives (rather than additive) because current admissions criteria vary across institutions and individual graduate programs.

GLOSSARY FOR ADVANCED PROGRAM STANDARDS

Cohort: A group of candidates or program completers admitted, enrolled, or graduated at the same time, e.g., a class entering in a fall semester or a class graduating in the spring semester.

Group average: The GPA and standardized test scores are averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified score. Thus, there may be a range of candidates' grades and scores on standardized tests.

CAEP Standards with Components
Approved by CAEP Board – August 2013

Standard 4

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.

Impact on P-12 Student Learning and Development 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.	**Impact on P-12 Student Learning and Development** 4.1 The provider documents, using multiple measures, that advanced program completers create a supportive learning environment that contributes to an expected level of P-12 student-learning growth. Multiple direct and indirect measures shall include all available growth measures appropriate to the discipline, required by the state and available to educator preparation providers, other state-supported P-12 impact measures where applicable, and other measures employed by the provider.
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.	**Indicators of Effectiveness** 4.2 The provider demonstrates, through multiple measures, that advanced program 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 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 advanced program 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 as relevant to the responsibilities they confront on the job, and that the preparation was effective.	**Satisfaction of Completers** 4.4 The provider demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

CAEP Standards with Components *Approved by CAEP Board – August 2013*	
Standard 5 *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.*	
Quality and Strategic Evaluation 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.	**Quality and Strategic Evaluation** 5.1 The provider's quality assurance system is comprised of multiple measures that can monitor advanced program candidate progress, advanced completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
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.	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.
Continuous Improvement 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.	**Continuous Improvement** 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.
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.	5.4 Measures of advanced program completer impact on the P-12 learning environment, 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.
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.	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.

Continuous improvement: An organizational process through which data are collected on all aspects of a provider's activities and experiences; analyzed to determine patterns, trends, and progress, and make comparisons; and used to define what works well and what could be improved, make adjustments, and repeat the cycle for the purpose of increasing the quality of programs, faculty, candidates, policies, procedures, and practices of educator preparation.