



CAEP Revised 2022 Standards Workbook

June 11, 2021

Based on CAEP Revised Standards for Initial-Licensure Preparation
Adopted by the CAEP Board of Directors December 2020
And CAEP Standards for Advanced-Level Preparation
Adopted by the CAEP Board of Directors, June 2016; Amended June 2021

NOTICE: This workbook is in effect for self-study reports submitted by educator preparation providers preparing for a review to be conducted using CAEP Revised Standards for Initial-Licensure Preparation scheduled Spring 2022 and beyond. Spring 2022 self-study reports submitted for educator preparation providers for a review to be conducted using CAEP Standards for Advanced-Level Preparation must continue to use the Consolidated Handbook for Advanced Standards only. The *CAEP Consolidated Handbook* remains in effect through site visits scheduled Fall 2021.

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Preface

This *CAEP Workbook* accompanies the 2022 CAEP Revised Standards for Initial-Licensure Preparation approved by the Board in December of 2020 and is in effect for anyone preparing for a review to be conducted using CAEP Revised Standards for Initial-Licensure Preparation during Spring of 2022 and beyond. This Workbook, like CAEP's accreditation policy and procedures, has been written, in part, to meet requirements established by CHEA and the USDOE. The term "workbook" is used rather than "handbook" to better reflect its purpose and differentiate it from earlier published aides to help those preparing for CAEP accreditation.

The Workbook addresses three requests/goals from those who have previously written self-studies and those currently going through the process:

- It is more targeted and refined, reflecting changes to the revised standards components themselves. We believe, based on feedback from the field, the revised standards components eliminate redundancy and improve clarity and we hope the Workbook reflects those same efforts.
- It reflects the style of a workbook in that it provides step by step actions taking a provider from self-study through site evaluation. Our intention is it is easier to use than a handbook and offers more examples for possible evidence. You will notice it is substantially smaller in size than previous versions as a result.
- It updates sufficiency criteria – including for assessments and surveys - and offers transition plan guidelines for those moving from previous standards components.

It is not uncommon during the standards revisions process to receive many recommendations for the *implementation* of the standards. I would like to thank two Board Committees for their collective thinking on both the standards and workbook. The Equity and Diversity Committee provided invaluable recommendations on better addressing equity, diversity, and inclusion through the CAEP accreditation process. As well, the Research Committee systematically reviewed underlying research related to each standard and component. Additionally, members of the Accreditation Council, the task force on revision of the standards, and those who volunteered their time to make recommendations and review workbook drafts provided an invaluable service during a raging pandemic. Finally, thanks to those who responded to the call for public comment on the standards.

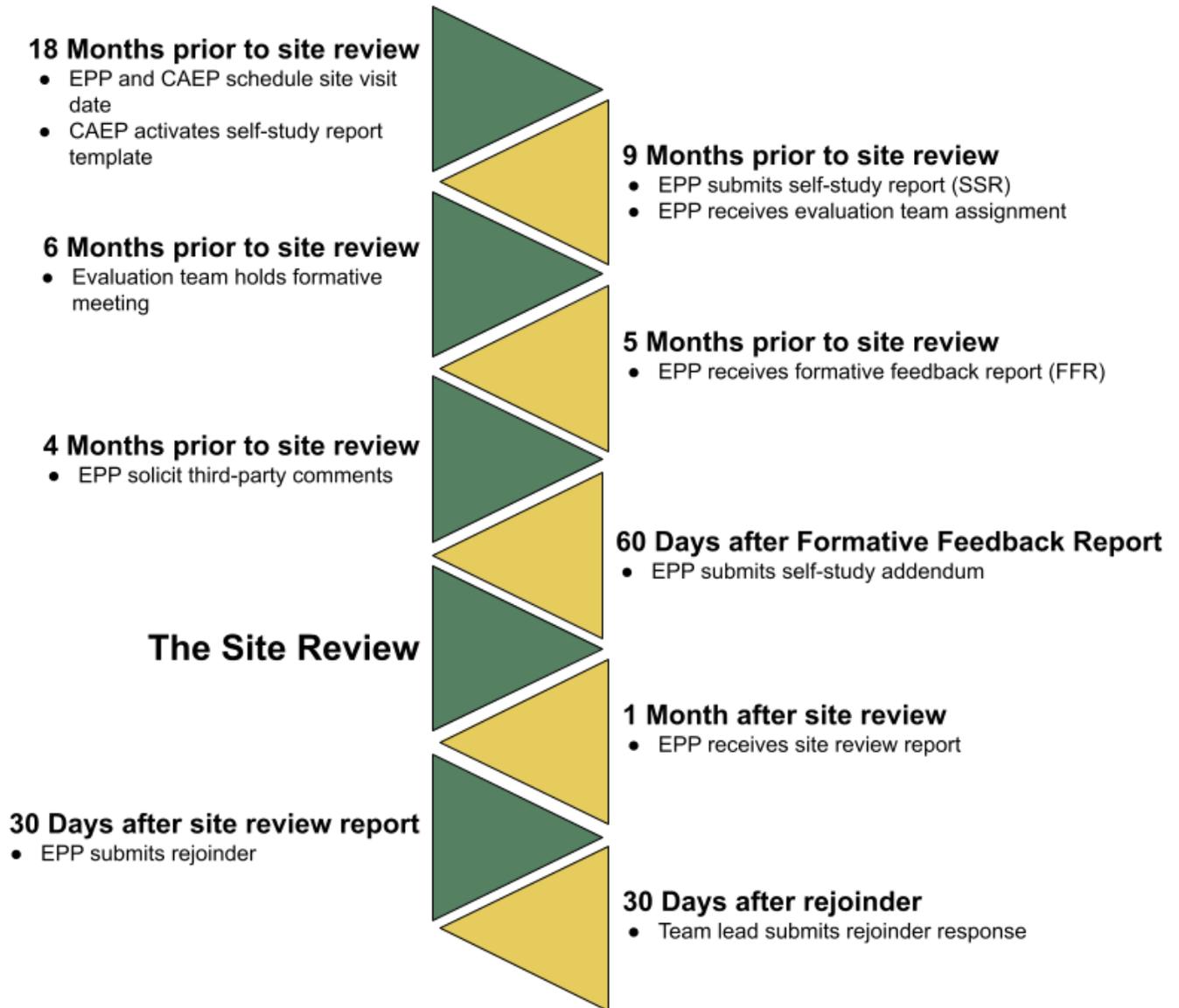
Each EPP has its own mission and faces specific challenges in recruiting, preparing, and supporting high-quality candidates from a broad range of backgrounds and diverse populations to better reflect the diversity found in America's P-12 classrooms. Accreditation is a means for EPPs to strive for equity and excellence in their P-12 educator preparation through evidence and discussion. There is not "one way" to make a case for accreditation. A goal of the standards revision process was to acknowledge the unique context each EPP brings. Therefore, this workbook provides a process that anticipates many forms of evidence, different assessments, differing approaches to candidate recruitment, and multiple ways to monitor candidate progress and efforts to support them.

Thank you for your pursuit of CAEP accreditation!

Christopher A. Koch, Ed.D.
President

CAEP Accreditation Process Timeline

NOTE: The Initial Accreditation Process and Renewal of Accreditation Process differ. Both processes are described in greater detail in the Accreditation Policy and Procedures.



Following the submission of the rejoinder response, the Accreditation Council will meet in either the Fall or Spring semester after the site review.

Steps in Preparing to Write the Self-Study Report (SSR)

A self-study is the process through which an EPP uses CAEP Standards to evaluate its preparation programs. The self-study report primarily focuses on how the EPP provides evidence and analysis that its programs are meeting the CAEP standards. There are some basic steps to consider when beginning the CAEP self-study process. These are not mandates or requirements. They are suggestions for how a provider might proceed to address the CAEP components and the accreditation process. When in doubt, contact CAEP staff.

- 1. Review the CAEP Scope of Accreditation, CAEP Standards, and the Workbook.**
The provider should access the CAEP website or Accreditation Policy and Procedures to review the CAEP Scope of Accreditation to determine which preparation programs are to be included in the EPP review. Once the provider has identified the EPP programs within the scope of CAEP review, the provider should study the CAEP Standards for Initial-Licensure Preparation and Standards for Advanced-Level Preparation, as applicable, including all components. This Workbook provides examples of “quality of evidence” and “sources of evidence” as well as “guiding questions” for each component. These sections are provided as a framework for EPPs to focus their accreditation report. Providers are welcome to employ evidence different from those described and to select the ones they believe will make the strongest case the EPP has met each Standard.
- 2. Review current data and processes against the components.** The provider should consider developing an inventory of the evidence/ data they currently collect, do not collect, and might begin to collect, in support of the CAEP standard components. Make a crosswalk grid with the standards/components and the inventory of evidence. Expand the grid to include the criteria for EPP created tools (data cycles, data quality, need for revision). The provider documents the processes that it currently conducts, does not conduct, or may need to begin, related to the CAEP standard components.
- 3. Engaging internal and external stakeholders in the process.** The provider identifies appropriate internal and external stakeholders to engage in the self-study process at multiple points. Faculty, staff, EPP leadership, school partners, employers, and school based clinical educators are informed and included in the accreditation process. Everyone needs to be able to discuss the accreditation process and their role in designing, implementing, analyzing and reporting for continuous improvement.
- 4. Analyze and interpret the evidence, and then formulate the case for each component.** The provider makes a case for meeting each standard component through evidence, the analysis and interpretation of evidence, and its conclusions demonstrating the component is met. The provider is responsible for showing it has addressed the CAEP standard component through evidence and interpretation of evidence in supporting narrative. Three cycles of data ensure the EPP can adequately discuss trends within the data and for consistency of findings.

Analysis and interpretation of the evidence:

- Data should be disaggregated and presented in a manner to best inform an interpretation of patterns, trends, differences, or similarities for demographic groups or for the EPP's individual preparation programs.
 - Multiple sources of data should be used to triangulate and inform different aspects of each point the EPP chooses to make in the self-study.
 - Description of how the provided data inform the EPP's ability to meet the standard component, including highlighting confirming and conflicting conclusions from the data; if disparities are identified, explain the disparities and include steps to remedy them.
 - Illustrate how the data inform the EPP's continuous improvement.
 - Make comparisons between its data and any existing benchmarks, normative comparisons to peers, or performance standards.
5. **Review AIMS and the Self-Study Report Template.** As described in Accreditation Policy and Procedures, CAEP staff will make an electronic Self-Study Report shell available for the EPP to use -- either within 30 days of an EPP attaining Applicant Status, or no less than 18 months prior to the expiration of the EPP's current term. Review the template for criteria and format. Note file size requirements, number of evidence allowed, and narrative character limits. In addition, make note of tables and additional information required for Standard 6. These include a table of faculty qualifications, program listing, branch campus details, facilities, and copies of current regional accreditation letters and other programmatic accreditor letters. These items can take some time to acquire from institutional leadership.
 6. **Draft the Self-Study Report.** Draft a response to each CAEP standard component and create supporting evidence attachments. While drafting it is important to consider consistency: a consistent voice in the narrative; consistent representation of data throughout the report; consistent organization of evidence, including titling, numbering and tagging of evidence in the narrative. Do not work solely in AIMS. It is strongly recommended that providers draft their evidences and narrative in another tool and copy/paste it into AIMS when completed.
 7. **Submit the Self-Study Report into the SSR Template.** The SSR is due in AIMS 9-months prior to the Site Visit. Submitting the evidence, narrative, and required tables is a time intensive process. It is important to allow ample time to complete the Self-Study Template in AIMS before the deadline. No tables or weblinks may be used in the narrative text boxes. Supporting evidence can be uploaded and "tagged" to show alignment to the appropriate CAEP standard(s) and component(s). It is important to note that weblinks/hotlinks are deactivated in evidence documents - all documents must be static.

The Standards

This part of the Workbook presents the text of the CAEP Standards for Initial- Licensure Preparation together with their associated components. Each section begins with the standard, then continues with guidelines for preparation of a Self-Study Report, including key concepts that identify the main points of the standards and components language, guiding questions, descriptions of quality evidence with possible sources of evidence, and connections to other components. It is important to note that the guiding questions and descriptions of quality evidence with possible sources of evidence are not exhaustive as EPPs may have different evidence based on EPP systems, structures, and/or mission.

The designation of R before standards and components are used to differentiate the 2022 revised standards from their previous counterparts (the 2013 standards).

Standards for Initial-Licensure Preparation

Standard R1 Content and Pedagogical Knowledge

Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Component R1.1 The Learner and Learning

R1.1 The Learner and Learning

The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

Key Concepts

The provider presents evidence that candidates are able to apply their knowledge of:

- Learner development (e.g., cognitive, linguistic, social, emotional, physical)
- Learning differences (e.g., individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, language development)
- Learning environment (e.g., individual and collaborative learning, positive social interaction, active engagement in learning, self motivation)

Guiding Questions

- How does the EPP know candidates can apply the InTASC standards relating to:
 - learner development?
 - learning differences?
 - the learning environment?
- How does the EPP know candidates are prepared to teach diverse learners under the different situations they may encounter on the job?
- How does the EPP assess candidate examination of their own personal biases?
- How are EPP candidates able to engage families in the P-12 learning process?
- How does the EPP evidence demonstrate increasing complexity in candidate application of the learner and learning

- Diversity, equity, and inclusion in the learner and learning (e.g., candidates believe all learners can achieve at high levels, examine and understand their personal biases, persist in supporting and scaffolding all learners, respect learners as individuals, make learners feel valued, promote respect among learners)

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the key concept with which it is aligned.

aligned with the InTASC Learning Progression for Teachers?

- How does the EPP define equity, diversity, and inclusion in relation to the learner and learning?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence documents candidates' application of P-12 student growth and development and of individual differences across cognitive, linguistic, social, emotional, and physical areas as well as individual differences and diverse cultures and communities.
- Disaggregated evidence indicates that candidates understand student growth and development across racial/ethnic demographic populations.
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidences:

- Differentiated planning for learners (unit plan, lesson plan)
- EPP created measures
- Performance-based assessments
- Differentiated assessments (task, communication, response, materials)
- Studies of student populations for purposes of planning and differentiation

Connections

R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Component R1.2 Content

R1.2 Content

The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialist Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

Key Concepts

- The provider presents evidence candidates are able to apply their knowledge of:
 - Central concepts, tools of inquiry, and structures of discipline specific to content
 - Accessible and meaningful learning experiences to ensure mastery of content
 - Content specific pedagogy (e.g., connecting concepts, using differing perspectives, engaging learners in critical thinking, creativity and collaborative problem solving; encouraging learner exploration, discovery, and expression across content areas)
 - Diversity and equity in content knowledge (e.g., intentional design and implementation of inclusive curriculum, awareness that content knowledge is culturally situated, teaching with multiple perspectives, promoting critical analysis, awareness of and responsiveness to bias, inclusion of authentic and global issues)

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a

Guiding Questions

- How does the EPP ensure candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students?
- How does the evidence demonstrate increasing complexity in candidate application of the content aligned with the InTASC Learning Progression for Teachers?
- How does the EPP define equity, diversity, and inclusion in relation to content knowledge?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

checklist but rather a guide to unpack the key concept with which it is aligned.

Quality Evidence

- Evidence demonstrates candidates can apply critical concepts and principles in their discipline and pedagogical knowledge in their content field.
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Framework for Evaluation of EPP-Created Assessments or CAEP Framework for Evaluation of EPP-Created Surveys

Possible sources of evidences:

- Outcome assessments submitted as part of the SPA National Recognition or state approval process or used for internal review of programs using specialty area standards.
- EPP created measures
- Proprietary measures (e.g., edTPA rubrics related to content, PPAT rubrics related to content, Praxis Content Exams)
- State Required Licensure measures

Connections

R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Component R1.3 Instructional Practice

R1.3 Instructional Practice

The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

Key Concepts

- The provider presents evidence candidates are able to apply their knowledge of:
 - Multiple methods of assessment to monitor learner progress and guide decision making.
 - Planning instruction that draws on content knowledge, curriculum, cross-disciplinary skills, and pedagogy to support every student in meeting rigorous learning goals.
 - Variety of instructional strategies to encourage learners to develop content knowledge and content connections to build skills and knowledge in meaningful ways.
 - Technology for enhancement of P-12 learning. (e.g., design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning)
 - Diversity and equity in instructional practice (e.g., adapt instructional resources and assessments to create culturally responsive, equitable learning opportunities; making accommodations in assessment conditions; identifying

Guiding Questions

- How does the EPP know candidates can apply the InTASC standards relating to measuring P-12 students' progress?
- How does the EPP know candidates can apply the InTASC standards relating to planning for instruction?
- How does the EPP know candidates understand and can apply the InTASC standards relating to using a variety of instructional strategies?
- Describe the evidence that demonstrates effective integration of technology as supported by state or national technology standards.
- How does the evidence demonstrate increasing complexity in candidate understanding and application of instructional practice aligned with the InTASC Learning Progression for Teachers?
- How does the EPP define equity, diversity, and inclusion in relation to instructional practice?
- How do the EPP's candidates identify potential biases and adapt instructional resources and assessments to create culturally responsive, equitable learning opportunities?

and using learner strengths and needs; respecting learners' diverse strengths and needs; using of formative assessment; openness to adjustment and revision based on learner needs)

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the key concept with which it is aligned.

- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence demonstrates candidates have developed proficiencies to apply their content and pedagogical knowledge effectively in instruction and other interactions with diverse P-12 students.
- Evidence indicates that candidates are proficient in the applications of technology for enhancement of P-12 learning.
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidences:

- Assignments or tasks from courses
- Assignments or tasks from clinical experiences
- Proprietary assessments (e.g., edTPA rubrics related to instructional practice, PPAT rubrics related to instructional practice, Teacher Work Sample-TWS rubrics related to instructional practice)
- Pedagogical knowledge tests
- Observational measures
- Digital portfolios demonstrating application of national or state technology standards

Connections

R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Component R1.4 Professional Responsibility

R1.4 Professional Responsibility

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Key Concepts

The provider presents evidence that candidates are able to apply their knowledge of:

- Professional standards of practice, relevant laws, and policies and codes of ethics.
- Collaboration with learners, families, and colleagues and other school professionals to ensure learner growth.
- Engagement in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).
- Diversity and equity in professional responsibility (e.g., adaption of practice to meet needs of each learner; taking responsibility for learning of all students; deepening understanding of own frames of reference and potential bias; seeing role as one of advocacy for learners and accountable for learner success; embracing challenge of continuous improvement and change)

Guiding Questions

- How does the EPP know candidates can apply the InTASC standards relating to professional learning and ethical practice?
- How does the EPP know candidates can apply the InTASC standards relating to collaboration and leadership?
- How does the EPP ensure candidates have knowledge of professional standards of practice, relevant laws, and policies and codes of ethics?
- How does the evidence demonstrate increasing complexity in candidate understanding and application of professional responsibility aligned with the InTASC Learning Progression for Teachers?
- How does the EPP define equity, diversity, and inclusion in relation to professional responsibility?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the key concept with which it is aligned.



Quality Evidence

- Evidence of candidates' understanding of professional standards of practice, relevant laws and policies and codes of ethics, reflections addressing own cultural background, unconscious biases and systemic biases, and ability to collaborate with learners, families, and colleagues to ensure learner growth
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidence:

- Course assignments or tasks
- EPP created measures
- Dispositions assessments
- Relevant sections of state licensure requirements
- Required state/EPP ethics training

Connections

R2.3 (Clinical Experiences), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Standard R2 Clinical Partnerships and Practice

Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Component R2.1 Partnerships for Clinical Preparation

R2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Key Concepts

The provider presents evidence:

- they establish and maintain partnerships with schools and school districts, as well as other appropriate organizations.
- P-12 schools and/or community partners and EPPs have both benefited from the partnership.
- all partners are active participants in the on-going, collaborative process to improve candidate preparation (co-construction).

Guiding Questions

- How does the EPP document partnerships?
- How are the partnerships mutually beneficial?
- How does the EPP ensure all partners are involved - or have the opportunity to be involved - in the development, maintenance, and modification of the partnership? In other words, how does the EPP ensure that partnerships are co-constructed?
- How does the EPP engage P-12 partners in an on-going collaborative process?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- The provider presents evidence that a collaborative process is in place with P-12 partners that is reviewed periodically and involves activities such as:

- Collaborative development, review, or revision of instruments and evaluations
- Collaborative development, review, or revision of the structure and content of the clinical activities
- Mutual involvement in ongoing decision-making about partnership structure and operations
- Agreed upon provisions to ensure diversity of clinical settings
- Creation of opportunities for candidates to work with diverse P-12 students who have differing needs
- The EPP provides evidence that the P-12 schools and EPPs have both benefited from the partnership.

Possible evidences can include:

- Documentation of collaboration (meeting decisions, agenda topics)
- MOUs
- Advisory Boards

Connections

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Notes

Component R2.2 Clinical Educators

R2.2 Clinical Educators

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

Key Concepts

The provider presents evidence that the EPP and partners (e.g., P-12, community, agency)

- develop criteria for the co-selection of clinical educators* that includes demonstrating a positive impact on candidate and/or P-12 student learning and development.
- collaborate in the preparation of clinical educators* that ensures they are prepared for the role and responsibilities.
- collaborate on the evaluation of clinical educators* as it relates to roles and responsibilities.
- collaborate to develop, review, and revise supports provided for clinical educators*.

* Clinical educators refers to both provider- and school-based clinical educators.

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the key concept with which it is aligned.

Guiding Questions

- What features of partnerships including clinical educator participation, selection, or training have had positive effects on candidate development?
- How does the EPP work with partners to select clinical educators?
- How does the EPP prepare clinical educators for the role and responsibilities in working with candidates?
- How does the EPP evaluate clinical educators and their impact on candidate success?
- How does the EPP engage partners in the data informed decision-making for clinical educators?
- How does the EPP support clinical educators as they engage in the role of working with candidates?
- How does the EPP define equity, diversity, and inclusion in relation to professional responsibility?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence documents that clinical educators have the opportunity to receive feedback on their experiences.
- Evidence documents that the EPP and its P-12 partners participate in the design and delivery of training for clinical educators.

- Examples of training might include:
 - Understanding the roles and responsibilities of clinical educators and of the clinical curriculum
 - Use of evaluation instruments, evaluating professional dispositions of candidates,
 - Setting specific goals/objectives of the clinical experiences, and
 - Providing feedback
- Evidence should include three cycles of data and subsequent analyses of the results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidence:

- Memorandum of Understanding(MOUs)
- Process documents and training materials for clinical educators
- Feedback tools for clinical educators
- Criteria for serving as a clinical educator
- Job descriptions and expectations for clinical educators
- Meeting decisions/active discussions for partnership

Connections

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Notes

Component R2.3 Clinical Experiences

R2.3 Clinical Experiences

The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Key Concepts

The provider presents evidence:

- they document the relationship between the attributes and outcomes of clinical experiences.
- they work with partners to design and implement clinical experiences to ensure candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

These clinical experiences are designed and implemented to include:

- Depth: the intentional programmatic design for the relationship between clinical experiences, coursework, and candidate assessments
- Breadth: the opportunities candidates are provided within clinical experience to observe and practice within a wide variety of settings
- Diversity: the opportunities candidates are provided to work with students of varied learning needs and backgrounds.
- Coherence: the sequence of experiences is deliberate, purposeful, sequential, and is assessed using performance-based protocols
- Duration: the appropriate time for candidates to demonstrate their developing effectiveness and positive impact

Guiding Questions

- What opportunities have candidates had to prepare in diverse settings and to work with students having different needs?
- What features of clinical experiences (e.g., depth, breadth, coherence, and duration) has the EPP studied—through comparisons across preparation programs, or more formal investigations—to improve candidate outcomes?
- What clinical experiences have enhanced completer's knowledge of diversity, equity, and inclusion issues and their readiness to use that knowledge in teaching situations?
- What applications of technology have prepared completers for their responsibilities on the job?
- How are clinical experiences effective in preparing candidates for initial employment in education in their field of specialization?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the guiding question with which it is aligned.

- Modality: the opportunity to demonstrate their effectiveness and positive impact in a variety of delivery methods
- they document clinical experience goals/outcomes and operational design along with evidence that clinical experiences are being implemented as described.
- their candidates engage in high-quality clinical experiences including various modalities (e.g., virtual instruction, hybrid, face to face).
- candidates have experiences in diverse settings with diverse P-12 students.
- of how candidate progression is monitored and supported.
- of how clinical experiences provide opportunities for candidates to apply technology to enhance instruction in P-12 learning for diverse students.

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the key concept with which it is aligned.

Quality Evidence

Clinical experiences are guided, hands-on, practical applications of program curriculum with P-12 teachers and students. These include, but are not limited to, early field experiences, observations, and culminating clinical practices such as student teaching or internship.

- Evidence documents that all candidates have active clinical experiences in diverse settings and experiences with diverse P-12 students (which may be in the same or different schools).
- Evidence is provided that clinical experiences are assessed using performance-based criteria.
- Evidence documents a sequence of clinical experiences with specific goals that are focused, purposeful, and varied.
- Attributes (depth, breadth, diversity, coherence, and duration) are linked to student outcomes and candidate performance.
- Evidence shows that candidates have purposefully assessed impact on student learning using both formative and summative assessments in more than one clinical setting (which may be in the same or different schools) and have:

- Used comparison points or other means to interpret findings
- Used the impact data to guide instructional decision-making
- Modified instruction based on impact data, and have differentiated instruction
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Scope and sequence chart/graphic of clinical experiences
- Performance-based assessment data
- Tracking system of placements/experiences
- Portfolio of clinical experiences
- Proprietary Assessments to demonstrate a positive impact on student learning in clinical experiences (e.g., edTPA rubrics, PPAT rubrics)

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R3.2 (Monitoring and Supporting Candidate Progression), R3.3 (Competency at Completion)
 Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Notes

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Standard R3 Candidate Recruitment, Progression, and Support

Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Component R3.1 Recruitment

R3.1 Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

Key Concepts

- The provider presents evidence of:
 - goals towards admitting high-quality initial program candidates from a broad range of backgrounds and diverse populations.
 - routinely monitoring the employment landscape to identify shortage areas, openings, forecasts, and related information in the community, state, regional, or national markets for which it is preparing completers.
 - recording, monitoring, and using recruitment results to plan and, as appropriate, modify recruitment strategies and goals.
 - descriptions of strategies and actions in place to achieve the EPP's goals together with periodic evaluation of the effectiveness of those strategies

Guiding Questions

- How does the EPP recruit an increasingly diverse and strong pool of candidates?
- How does the EPP's recruitment strategies respond to and serve employer needs?
- How does the EPP determine the success of recruitment efforts?
- How are recruitment efforts supported as evidence-informed, meaningful, and feasible given the context of the EPP?
- How do the recruitment strategies and actions meet the needs of employers for which the EPP prepares candidates?
- How do the recruitment strategies and actions align with the mission of the EPP?
- How have the recruitment strategies and actions and their implementation moved the EPP toward the goal of greater candidate diversity?
- In what ways does disaggregated data on candidates (admitted and enrolled candidates by a broad range of

backgrounds and diverse populations) inform decisions that align with the EPP mission and the goals of achieving a diverse, highly qualified candidate pool?

- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence documents the EPP's periodic examination of the employment landscape in order to identify shortage areas, openings, forecasts, and related information in the community, state, regionals, or national market for completers.
- Evidence documents baseline points and longitudinal data on current measures of academic achievement.
- Evidence documents baseline points and longitudinal data on current measures of diversity.
- Evidence documents measurable target outcomes and timeline for achievement
- Evidence documents that the EPP monitors annual progress toward admission goals and fields where there are employment opportunities. Data are disaggregated to describe gender, ethnicity, academic achievement, and/or candidate fit for high-need areas or communities and trends are analyzed.
- Evidence documents that admissions data are disaggregated for enrolled candidates by relevant demographics, branch campuses, and individual programs.
- Evidence documents strategies and actions specifically for the EPP and its programs. While this can be part of an institution recruitment strategy, the evidence must document recruitment for specific EPP programs and the EPP's input opportunities to the institutional goals.

Possible sources of evidence:

- Basic descriptive information such as baseline points and numerical goals.
- Results from annual monitoring of academic achievement, diversity, and employment needs aligned with recruitment goals.
- Results of EPPs monitoring of progress towards recruitment goals
- Statewide shortage reports
- EPP's interpretation of its progress and revising goals, as needed.

Connections

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Component R3.2 Monitoring and Supporting Candidate Progression

R3.2 Monitoring and Supporting Candidate Progression

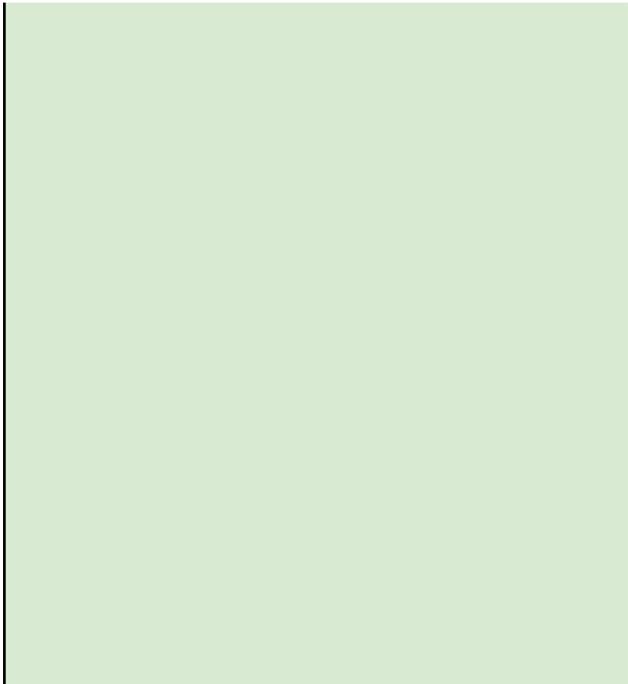
The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

Key Concepts

- The provider presents evidence:
 - of criteria for transition points from admission through completion
 - of monitoring progression from admission through completion, including attention to how candidates develop:
 - content knowledge
 - pedagogical knowledge
 - pedagogical skills
 - critical dispositions
 - professional responsibilities
 - ability to integrate technology effectively
 - transition points and related criteria are shared with candidates.
 - of using disaggregated demographic data to advise and support candidates who may not progress.
 - a cohort grade point average of 3.0 is achieved at some transition point in the program
 - of a system for tracking and resolving candidate complaints.

Guiding Questions

- How does the EPP monitor candidate progress, including performance on non-academic factors like critical dispositions and professional responsibilities?
- How does the EPP communicate with candidates the progress monitoring points and requirements for each point?
- How does the EPP collect and respond to complaints/appeals?
- How is the evidence for monitoring progression from admission through completion identified in Standard R1 connected to identified transition points?
- How does the EPP demonstrate the transition point process is followed with fidelity within the EPP (e.g., how does the EPP ensure there are no loopholes to work around the system)?
- Identify and describe the support mechanisms for candidates not meeting program expectations (e.g., advising, remediation, or mentoring) that are



available and how do recommendations occur

- How are support mechanisms (e.g., remediation and mentoring) culturally responsive for candidates?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

NOTE: The parenthetical examples provided (e.g.) are not intended to be used as a checklist but rather a guide to unpack the guiding question with which it is aligned.

Quality Evidence

- Evidence documents performance reviews, remediation efforts, and/or provisions illustrating that the EPP sets goals for candidate support and monitors progress towards goals of providing sufficient support to candidates to facilitate successful program completion.
- Disaggregated data by preparation program, race/ethnicity, and other demographic items highlighted in R3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- Evidence that actions are taken when there are problems with the progression of individual candidates.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Crosswalk/curriculum of key evidences from Standard R1 aligned with transition points
- Assessments used at key points during the program including data and analyses
- Documentation of complaints/appeals (no identifying names) and demographics of those submitting complaints/appeals.
- Description of support services available, frequency of use, and results in terms of keeping candidates on the path to completion or counseling out of program

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R2.3 (Clinical Experiences), R3.1 (Recruitment), R4.1 (Completer Impact)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Notes

Notes

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Component R3.3 Competency at Completion

R3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Key Concepts

- The provider presents evidence:
 - of using disaggregated data to verify candidate quality at completion to teach diverse P-12 students.
 - that candidates reach the expected level of proficiency at completion in the following areas:
 - content knowledge
 - pedagogical knowledge
 - pedagogical skills
 - critical dispositions
 - professional responsibilities
 - ability to integrate technology effectively
 - illustrating proficiency at completion in the areas identified.
 - documenting candidates' effective teaching, including positive impacts on diverse P-12 student learning and development.

Guiding Questions

- What evidence does the EPP use to ensure by the end of the program a candidate is ready to move into the profession?
- How does the EPP use multiple sources of evidence to triangulate that candidates are prepared for certification at completion?
- How does the EPP ensure candidates are proficient in effective teaching and have a positive impact on diverse P-12 student learning and development?
- How does the EPP ensure candidates' critical dispositions reflect positive beliefs about the learning potentials of all students and a commitment to continued growth in cultural awareness and reflection on bias and equitable practices?
- How does the EPP disaggregate the completion data and what has been learned from the analysis across demographic groups?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Disaggregated data by preparation program, race/ethnicity, and other demographic items highlighted in R3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence that actions are taken when there are problems with the progression of individual candidates.
- Evidence is triangulated so there is more than one source that demonstrates candidates are proficient in the areas identified.
- Evidence should include data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Progression level threshold/criteria for success at completion
- EPP-created measures
- Proprietary measures (e.g., edTPA rubrics, PPAT rubrics, Praxis Content Exams)
- State Required Licensure measures
- Student-teaching evaluation instruments
- Dispositions/Non-Academic Factor Instruments

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R2.1 (Clinical Partnerships), R2.3 (Clinical Experiences), R3.1 (Recruitment)

Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Standard R4 Program Impact

Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Component R4.1 Completer Effectiveness

R4.1 Completer Effectiveness

The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth

AND

- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

In addition, the provider includes a rationale for the data elements provided.

Key Concepts

- The provider presents evidence:
 - completers have a positive impact on P-12 student-learning growth with impact data from a representative sample of completers and programs

AND

- completers apply the professional knowledge, skills, and dispositions corresponding with teaching effectiveness.

Guiding Questions

- How does the EPP demonstrate completer impact on P-12 student learning and development?
- How is the EPP's sample representative of completers and measures used to show the EPP completers have a positive impact on P-12 student learning and development?
- How does the EPP measure completer teaching effectiveness in the classroom?
- What is the rationale for the measures chosen to measure impact?
- How does the EPP ensure a representative sample inclusive of licensure areas or a purposive sample to be enlarged over time?
- How does the EPP ensure completers are effective in contributing to diverse P-12 student learning growth?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence,



and what conclusions and interpretations have been made.

Quality Evidence

- Disaggregated data by preparation program, race/ethnicity, and other demographic items show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Rationale/methodology for selection of impact measures used.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- Refer to Appendix D for more detail about quality evidence and possible evidences for R4.1
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.
- While the most recent three cycles of data must be provided as part of the accreditation review, in the course of a seven year accreditation cycle data will be representative of all programs.

Possible sources of evidence:

| Contribute to P-12 student-learning growth | Apply professional knowledge, skills, and dispositions in the P-12 classroom |
|---|---|
| <ul style="list-style-type: none"> • State-level data of student performance (e.g., student growth measures, value-add measures) • Performance portfolios • Case study | <ul style="list-style-type: none"> • State-level data of teacher performance (e.g., teacher evaluations) • Focus groups/interviews <ul style="list-style-type: none"> ○ Completers ○ P-12 students ○ Observers • Observations of completers • Surveys |

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R4.2 (Satisfaction of Employers), R4.3 (Satisfaction of Completers) Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Component R4.2 Satisfaction of Employers

R4.2 Satisfaction of Employers

The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

Key Concepts

- The provider presents evidence:
 - that employers perceive completers' preparation was sufficient for their job responsibilities.
 - data from a representative sample of employers.
 - employers are satisfied with completers' preparation to work with diverse P-12 students and their families.

Guiding Questions

- How does the EPP measure satisfaction with preparation as viewed by employers?
- How does the EPP ensure a representative sample inclusive of most licensure areas or a purposive sample to be enlarged over time?
- How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the guiding question with which it is aligned.

Quality Evidence

- Evidence should include data and subsequent analyses of the assessment results.
- Evidence should demonstrate a representative sample (in one cycle of data or over multiple cycles of data).
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Employer satisfaction surveys
- Focus groups or interviews with detailed methodology

- Employer satisfaction case study

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R4.3 (Satisfaction of Completers)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Notes

Component R4.3 Satisfaction of Completers

R4.3 Satisfaction of Completers

The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Key Concepts

- The provider presents evidence:
 - completers perceive their preparation was sufficient for their job responsibilities.
 - data from a representative sample of completers.
 - completers are satisfied with their preparation to work with diverse P-12 students and their families.

Guiding Questions

- How does the EPP measure satisfaction with preparation as viewed by completers?
- How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)?
- How does the EPP ensure all of the programs are included within the data cycles?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

NOTE: The parenthetical examples provided (e.g.,) are not intended to be used as a checklist but rather a guide to unpack the guiding question with which it is aligned.

Quality Evidence

- Disaggregated data by program and other demographic items show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include three cycles of data and subsequent analyses of the assessment results.
- Evidence should demonstrate a representative sample (in one cycle of data or over multiple cycles of data).
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Completer/Alumni Satisfaction surveys

- Focus groups or interviews with detailed methodology
- Employer satisfaction case study
- State proprietary measure (administered by state entities)

Connections

R1.1 (The Learner and Learning), R1.2 (Content), R1.3 (Instructional Practice), R1.4 (Professional Responsibility), R4.2 (Satisfaction of Employers)
Standard R5 encompasses process and structure components from R1-R4. Therefore, all standards connect back to Standard R5.

Notes

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Standard R5 Quality Assurance System and Continuous Improvement

Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Component R5.1 Quality Assurance System

R5.1 Quality Assurance System

The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Key Concepts

- The provider presents evidence:
 - of a functioning Quality Assurance System documenting operational effectiveness.
 - a rationale for the selection of the multiple measures
 - that Quality Assurance System data is used in decision making
 - of a responsive Quality Assurance System with the ability to provide data relevant for aspects of the EPP's context.
 - of how outcomes of Quality Assurance System data analysis are used for program improvement.

Guiding Questions

- How does the EPP maintain a functioning Quality Assurance System capable of providing data output that enables quality control and continuous improvement?
- How are data describing the EPP's effectiveness (as provided for standards R1-R4) collected, analyzed, monitored, and reported?
- What are examples of questions the system is called on to answer that make use of the system capabilities to combine data from various sources and/or disaggregate data by different categories?
- How is the system used by the EPP to provide information for review and decision making?
- Can the faculty, staff, candidates, and stakeholders articulate their role and engagement in the Quality Assurance System?
- Describe the evidence that most compellingly demonstrates the EPP's



case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Overview or flow chart demonstrating (at a high level) the entire Quality Assurance system that includes roles and responsibilities of those responsible for the data collection, monitoring, analysis, and reporting.
- Evidence provided that the EPP regularly reviews system operations and data.
- The provider demonstrates the Quality Assurance System has the capacity to collect, analyze, monitor, and report data/evidence from Standards R1-R4.
- The provider's Quality Assurance System supports the disaggregation of data by licensure area/program, race/ethnicity, and other dimensions identified by the EPP.

Possible sources of evidence:

- Graphic representation of the Quality Assurance System
- Crosswalk of all measures included in the Quality Assurance System
- Verification of the Quality Assurance System through demonstration

Connections

R5.1 is an overarching structure and process component. Therefore, all components are connected with R5.1.

Component R5.2 Data Quality

R5.2 Data Quality

The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

Key Concepts

- The provider presents evidence:
 - of a clear link between what is being measured and what the EPP intends to measure (relevant)
 - a measure or result can be confirmed or substantiated; all assessments should be valid and reliable (verifiable)
 - data encompass candidates and completers from programs under review (representative)
 - measures of candidate or EPP performance results across successive administrations (3 cycles of data). (cumulative)
 - of a clear link between the measure and EPP action taken as a result of this measure (actionable)
 - EPP created assessments meet the CAEP Criteria for EPP Created Assessments
 - EPP created surveys meet the CAEP Criteria for EPP Created Surveys

Guiding Questions

- What strengths and weaknesses in the Quality Assurance System do faculty find when they use data and analyses from the system?
- How are the data relevant, verifiable, representative, cumulative, and actionable?
- How are the scoring procedures aligned with the CAEP Criteria for Evaluation of Assessments?
- What procedures does the EPP take in design, collection, analysis, and interpretation of data to ensure its validity?
- What procedures does the EPP take in design, collection, analysis, and interpretation of data to ensure its reliability?
- Can findings be triangulated with multiple data points so they can be confirmed or found conflicting?
- How do the EPP created assessments meet the CAEP Criteria for EPP Created Assessments?
- How do the EPP-created surveys meet the CAEP Criteria for EPP Created Surveys?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Distinguish between EPP created and propriety assessments/instruments.
- Documentation of steps taken to establish instrument validity, reliability, and resultant data.

- Description of modifications to instruments based on feedback, validity, and reliability work.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Reliability and validity process documentation and data
- Sampling procedures
- At least 3 cycles of data for R1-R4
- Documentation of instrument revision with timeline

Connections

R5.2 is about data quality for instruments and data that is presented in each of the other standards. Therefore, overall data quality in any standard is connected to R5.2.

Notes

Component R5.3 Stakeholder Involvement

R5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

Key Concepts

The provider presents evidence of:

- internal and external stakeholder involvement in program design, evaluation, and continuous improvement process.

Guiding Questions

- What EPP process is used to involve stakeholders in data driven decision making?
- How and when do external partners participate in the EPP's continuous improvement process?
- How are clinical partners(external stakeholders) included in the continuous improvement process?
- In what ways are stakeholders involved in program design?
- In what ways are stakeholders involved in evaluation?
- In what ways are stakeholders involved in continuous improvement?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence identifies examples of input from stakeholders and uses of that input.
- Evidence that stakeholder groups include members with a variety of roles and responsibilities.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- MOUs/partnerships
- Advisory Board feedback/input
- Co-construction or assessments/surveys
- Documentation of meetings and decisions

Connections

R5.3 is about the stakeholder involvement in the accreditation process. Therefore, all standards are connected with R5.3.

Notes

Component R5.4 Continuous Improvement

R5.4 Continuous Improvement

The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Key Concepts

- The provider presents evidence:
 - the EPP assesses performance in relation to EPP goals and standards
 - Documenting performance results over time
 - Documenting modifications and tracking the effects over time.
 - that information from the Quality Assurance System is the basis for a continuous improvement function.
 - the EPP documents regular and systematic data-driven changes grounded in
 - data analyses and interpretations from its quality assurance system
 - changes linked to its goals and relevant standards
- program decisions are directly supported by data and/or contradictory data are explained.

Guiding Questions

- How does the EPP support continuous improvement through procedures that gather, input, analyze, interpret and use information from the QAS effectively?
- What actions has the EPP taken to pilot specific program improvements and study their effectiveness?
- What examples of changes in courses, clinical experiences, or other candidate experiences represent the effectiveness of continuous improvement efforts?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- The examples indicate that changes are clearly connected to evidence and provider performance is systematically assessed against goals.
- Written documentation confirms that the EPP regularly and systematically: reviews, analyzes and interprets QAS data, identifies patterns across programs, uses data for continuous improvement and innovative modifications.
- Not all changes need to lead to improvement, as CAEP encourages data-driven experimentation, but changes should trend toward improvement.
- The EPP examines the outcomes currently achieved and identifies gaps between current results and established standards. Examines why these results occur.
- EPP documents the process of examining results and decisions made (e.g., keep,

modify, discontinue).

Possible sources of evidence:

- Decision grid (Question, Data, Stakeholder group, Decision)
- Condensed Meeting Minutes that highlight data review and decisions
- Outcomes of changes/modifications (what happened after changes were made)
- Goals crosswalk table (goals and where in the process)

Connections

R5.4 is the overarching theme of continuous improvement. Therefore, all standards are connected with R5.4.

Notes

Standards for Advanced-Level Preparation

Spring 2022 visits must still use the Standards for Advanced-Level Preparation in the Consolidated Handbook. The revisions to the Standards for Advanced-Level Preparation included in this workbook will apply to Fall 2022 visits and beyond.

Standard RA.1 Content and Pedagogical Knowledge

Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Component RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Key Concepts

- The provider presents evidence that most advanced program candidates:
 - Can identify the different types of data that exist, evaluate the appropriateness and sufficiency of the data, analyze and synthesize data into

Guiding Questions

- How does each specialty program address each of the six skills within their program?
- Of the six addressed, how does each specialty program assess the three most important for their specialized field?

meaningful forms that guide decisions making.

- Identify problems and employ one or more research methodologies to develop solutions or understandings.
- Use research and data to improve teaching and learning.
- Demonstrate application of professional standards of practice, relevant laws, and policies and codes of ethics.

- How does the EPP know candidates have developed proficiencies expected of professionals in their specialized field?
- How does the EPP know candidates are able to apply their skills effectively to enhance learning and development opportunities for all P-12 students?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Most advanced program candidates perform adequately or better on at least three of the six generic knowledge and skill abilities that are most relevant for the professional specialty field.
- Evidence is not just coverage of skills in course materials, but evidence of candidate performance on generic advanced level skill areas.
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidence:

- Course assignments or tasks
- State Licensure Measures
- SPA Status and Use of Results
- Professional Portfolio/Tasks in Field of Specialization
- Legal compliance assessments (e.g., reporting requirements)
- Problem-based projects/group projects
- Synthesis and interpretation of research relevant to a specialty specific problem
- Action research project, thesis, or dissertation

Connections

RA3.3 (Monitoring and Supporting Candidate Progression), RA3.4 (Competency at Completion), RA5.2 (Data Quality), RA5.4 (Continuous Improvement)

Component RA1.2 Provider Responsibilities

RA1.2 Provider Responsibilities

Providers ensure that program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]. Evidence of candidate content knowledge appropriate for the professional specialty should be documented.

Key Concepts

- The provider presents evidence of candidate understanding and application of:
 - Central concepts, tools of inquiry, and structures of discipline specific to content
 - Accessible and meaningful learning experiences to ensure mastery of content
 - Content specific pedagogy (e.g., connecting concepts, using differing perspectives, engaging learners in critical thinking, creativity and collaborative problem solving; encouraging learner exploration, discovery, and expression across content areas)
 - Diversity and equity in content knowledge (e.g., intentional design and implementation of inclusive curriculum, awareness that content knowledge is culturally situated, teaching with multiple perspectives, promoting critical analysis, awareness of and responsiveness to bias, inclusion of authentic and global issues)

Guiding Questions

- How does the EPP know candidates know the specialized content of their field?
- How does the EPP know candidates are able to apply their specialized knowledge effectively in education settings?
- What evidence does the EPP have that candidates in advanced preparation are able to work effectively with diverse students and colleagues to create effective learning environments for diverse P-12 students?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Demonstrate a majority of candidates enrolled in P-12 licensure, certificate, or endorsement programs understand critical concepts and principles for their specialized field of study in the following ways:
 - High level of proficiency, as might be represented by completion of SPA National Recognition or state approval of meeting state standards.
- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys

Possible sources of evidence:

- Outcome assessments submitted as part of the SPA National Recognition or state approval process
- EPP created measures
- Proprietary measures (e.g., edTPA, PPAT, Praxis Content Exams)
- State Required Licensure measures

Connections

RA3.3 (Monitoring and Supporting Candidate Progression), RA3.4 (Competency at Completion), RA5.2 (Data Quality), RA5.4 (Continuous Improvement)

Standard RA.2 Clinical Partnerships and Practice

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 appropriate for their professional specialty field.

Component RA2.1 Partnerships for Clinical Preparation

RA2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Key Concepts

The provider presents evidence:

- they establish and maintain partnerships with schools and school districts, as well as other appropriate organizations.
- P-12 schools and/or community partners and EPPs have both benefited from the partnership.
- both partners are active participants in the on-going, collaborative process to improve candidate preparation (co-construction).

Guiding Questions

- How does the EPP document partnerships?
- How are partnerships mutually beneficial?
- How does the EPP ensure all partners are involved - or have the opportunity to be involved - in the development, maintenance, and modification of the partnership? In other words, how does the EPP ensure partnerships are co-constructed?
- How does the EPP engage P-12 partners in an on-going collaborative process?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- The provider presents evidence that a collaborative process is in place with P-12 partners that is reviewed periodically and involves activities such as:
 - Collaborative development, review, or revision of instruments and evaluations
 - Collaborative development, review, or revision of the structure and content of the clinical activities
 - Mutual involvement in ongoing decision-making about partnership structure and operations
 - Agreed upon provisions to ensure diversity of clinical settings
 - Creation of opportunities for candidates to work with diverse P-12 students who have

differing needs

- The EPP provides evidence that the P-12 schools and EPPs have both benefited from the partnership.

Possible evidences can include:

- Documentation of collaboration (meeting decisions, agenda topics)
- MOUs
- Advisory Boards

Connections

RA5.3 (Stakeholder Involvement), RA5.4 (Continuous Improvement)

Notes

Component RA2.2 Clinical Experiences

RA2.2 Clinical Experiences

The provider works with partners to design varied and developmental clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A1.1.

Key Concepts

- The provider presents evidence:
 - they design varied and developmental clinical experiences
 - candidates have opportunities to practice applications of content knowledge and skills their preparation emphasizes.
 - candidates engage in a culminating experience to demonstrate their proficiencies identified in RA1.1.
 - candidates engage in problem-based tasks or research that are characteristic of their professional specialization.

Guiding Questions

- What opportunities have candidates had to prepare in diverse settings and to work in their specialized field of study?
- What features of clinical experiences allow candidates to demonstrate their proficiencies through problem-based tasks or research?
- How has the EPP studied clinical experience data to improve candidate outcomes?
- What clinical experiences have enhanced completer's understanding of diversity and equity issues and their readiness to use that understanding in employment situations?
- How are clinical experiences effective in preparing candidates for the chosen proficiencies in RA1.1?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence describes the role of clinical practice in the advanced-level program, including campus-based and field-based activities that involve practical applications of knowledge and skills appropriate for the advanced-level specialty field.
- Evidence shows that the EPP and its partners ensure advanced-level clinical experiences are planned, purposeful, and sequential;
- Evidence shows that clinical experiences are designed to help candidates grow and develop in the practice of the knowledge and skills that make up the advanced-level preparation program; and are assessed with performance-based protocols.
- Evidence shows that candidates engage in a culminating experience and are able to

demonstrate their proficiencies through problem-based tasks or research that are characteristic of their professional specialization.

- Disaggregated data by preparation program and race/ethnicity show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Artifacts or completed assignments reflective of on-the-job tasks for the specialized field
- Candidate evaluation of their preparatory activities for clinical practice
- Preparation of a school budget or school improvement plan
- A proposal for a district's response to criticism of some aspect of school functions (e.g., complaints of discriminatory responses given by principals to parent complaints)
- Demonstrate an understanding of a student's IEP and to suggest appropriate child activities responsive to the IEP

Connections

RA1.1 (Candidate Knowledge, Skills, and Professional Dispositions), RA1.2 (Provider Responsibilities), RA3.3 (Monitoring and Supporting Candidate Progression), RA3.4 (Competency at Completion), RA5.2 (Data Quality), RA5.3 (Stakeholder Input), RA5.4 (Continuous Improvement)

Standard RA.3 Candidate Quality and Selectivity

Candidate Quality and Selectivity

The provider demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Component RA3.1 Recruitment

RA3.1 Recruitment

The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

Key Concepts

- The provider presents evidence of:
 - goals towards admitting high-quality advanced program candidates from a broad range of backgrounds and diverse populations.
 - routinely monitoring the employment landscape to identify shortage areas, openings, forecasts, and related information in the community, state, regional, or national markets for which it is preparing completers.
 - recording, monitoring, and using recruitment results to plan and, as appropriate, modify recruitment strategies and goals.
 - descriptions of strategies and actions in place to achieve the EPP's goals together with periodic evaluation of the effectiveness of those strategies.
 - recruitment results disaggregated by demographic groups, particularly race and ethnicity, and analyzes its progress toward greater diversity in the pool of candidates.

Guiding Questions

- How does the EPP recruit an increasingly diverse and strong pool of candidates?
- How do recruitment strategies respond to and serve employer needs?
- How does the EPP determine the success of recruitment efforts?
- How are recruitment efforts supported as evidence-informed, meaningful, and feasible given the context of the EPP?
- How do the recruitment strategies and actions meet the needs of employers for which the EPP prepares candidates?
- How do the recruitment strategies and actions align with the mission of the EPP?
- How have recruitment strategies and actions and their implementation moved the EPP toward the goal of greater candidate diversity?
- Evidence is disaggregated on applicants, those admitted, and enrolled candidates by a broad range of backgrounds and diverse populations that align with the EPP mission.



- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence documents the EPP's periodic examination of the employment landscape in order to identify shortage areas, openings, forecasts, and related information in the community, state, regionals, or national market for completers.
- Evidence documents baseline points and longitudinal data on current measures of academic achievement and diversity.
- Evidence documents measurable target outcomes and timeline for achievement
- Evidence documents that the EPP monitors annual progress toward admission goals and fields where there are employment opportunities. Data are disaggregated to describe gender, ethnicity, academic achievement, and/or candidate fit for high-need areas or communities and trends are analyzed.
- Evidence documents that admissions data are disaggregated for enrolled candidates by relevant demographics, branch campuses, and individual programs.
- Evidence documents strategies and actions specifically for the EPP and its programs. While this can be part of an institution recruitment strategy, the evidence must document recruitment for specific EPP programs and the EPP's input opportunities to the institutional goals.

Possible sources of evidence:

- Basic descriptive information such as baseline points and numerical goals
- Results from annual monitoring of characteristics related to academic achievement, diversity, and employment needs
- Results of EPPs monitoring of progress towards goals
- EPP's interpretation of its progress and revising goals, as needed

Connections

RA5.3 (Stakeholder involvement), RA5.4 (Continuous Improvement)

Component RA3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

RA3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

The provider sets admissions requirements for academic achievement, including CAEP minimum criteria (group average college GPA of 3.0 or group average performance in top 50th percent of those assessed on nationally normed assessment), the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion.

Key Concepts

- The provider presents evidence of:
 - descriptions of its criteria used to ensure that candidates are likely to complete preparation successfully, together with its analysis of the efficacy of the criteria it uses.

Guiding Questions

- How does the EPP define cohorts?
- If the EPP uses GPA to demonstrate academic achievement, when is GPA measured?
- If the EPP uses nationally normed assessment data to demonstrate academic achievement, are cohort's group average in the top 50th percent of those assessed?
- Does the EPP have additional admission requirements for academic achievement? If so, please describe them and explain how the EPP uses that data in admission decisions?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence disaggregates results on the CAEP minima (GPA OR test performance) by admission year.
- Evidence presents results separately for mathematics, reading, and writing if providing test scores.
- Disaggregated data by preparation program, race/ethnicity, and other demographic items highlighted in RA3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them.

Possible sources of evidence:

- College GPA
- Nationally normed assessment scores
- Program admission requirements

Connections

RA3.1 (Recruitment), RA5.4 (Continuous Improvement)

Notes

Component RA3.3 Monitoring and Supporting Candidate Progression

RA3.3 Monitoring and Supporting Candidate Progression

The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

Key Concepts

- The provider presents evidence:
 - of support for candidates who are at risk with the intent to help ensure their successful program completion.
 - of criteria for program progression by way of transition points from admission through completion
 - for monitoring progression from admission through completion, including attention to how candidates develop in their specialized field.
 - transition points and related criteria are shared with candidates.
 - of using disaggregated demographic data to advise and support candidates who may not progress.
 - of a system for tracking and resolving candidate complaints/appeals.

Guiding Questions

- How does the EPP monitor candidate progress through transition points in the program?
- How does the EPP communicate with candidates the criteria required for each transition point?
- How does the EPP collect and respond to complaints/appeals?
- How does the EPP demonstrate the transition point process is followed with fidelity within the EPP (e.g., how does the EPP ensure there are no loopholes to work around the system)?
- Identify and describe the support mechanisms for candidates not meeting program expectations (e.g., advising, remediation, or mentoring) that are available and how do recommendations occur?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence documents performance reviews, remediation efforts, and/or provisions illustrating that the EPP sets goals for candidate support and monitors progress towards goals of providing sufficient support to candidates to facilitate successful program

completion.

- Disaggregated data by preparation program, race/ethnicity, and other demographic items highlighted in RA3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include data and subsequent analyses of any transition point assessment and results.
- Evidence that actions are taken when there are problems with the progression of individual candidates.
- Evidence should include data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Crosswalk/curriculum with transition points that includes where six skills from RA1.1 are addressed and assessed and content expectations from RA1.2
- Assessments used at key points during the program including data and analyses
- Documentation of complaints/appeals (no identifying names) and demographics of those submitting complaints/appeals.

Connections

RA1.1 (Candidate Knowledge, Skills, and Professional Dispositions), RA1.2 (Provider Responsibilities), RA2.2 (Clinical Experiences), RA3.1 (Recruitment), RA5.1 (Quality Assurance System), RA5.2 (Data Quality), RA5.4 (Continuous Improvement)

Component RA3.4 Competency at Completion

RA3.4 Competency at Completion

The provider ensures candidates possess academic competency to help facilitate learning with positive impacts on diverse P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Key Concepts

- The provider presents evidence:
 - of using disaggregated data to verify candidate quality at completion for their field of specialization.
 - that candidates reach a high standard in the following areas:
 - Content knowledge
 - Data literacy
 - Research-driven decision making
 - Effective Use of collaborative skills
 - Applications of technology
 - Applications of dispositions, laws, codes of ethics and professional standards
 - illustrating proficiency at completion in the areas identified.

Guiding Questions

- How does the EPP support candidates who may not meet the expected level of proficiency in each of the areas by completion?
- How does the EPP disaggregate the completion data and what has been learned from analysis across demographic groups?
- How does the EPP use multiple sources of evidence to triangulate that candidates are prepared for certification at completion?
- What evidence does the EPP use to ensure that by the end of the program a candidate is ready to move into the profession at the advanced level?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Disaggregated data by program, race/ethnicity, and other demographic items highlighted in RA3.1 show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence that actions are taken when there are problems with the progression of individual candidates.
- Evidence is triangulated so that there is more than one source that demonstrates candidates are proficient in the areas identified.
- Evidence should include data and subsequent analyses of the assessment results.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for

Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- EPP created measures
- Proprietary measures
- State Required Licensure measures
- Dispositions/Non-Academic Factor Instruments

Connections

RA1.1 (Candidate Knowledge, Skills, and Professional Dispositions), RA1.2 (Provider Responsibilities), RA2.2 (Clinical Experiences), RA3.1 (Recruitment), RA5.1 (Quality Assurance System), RA5.2 (Data Quality), RA5.4 (Continuous Improvement)

Notes

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Standard RA.4 Satisfaction with Preparation

Satisfaction with Preparation

The provider documents the satisfaction of its completers and their employers with the relevance and effectiveness of their preparation.

Component RA4.1 Satisfaction of Employers

RA4.1 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

Key Concepts

- The provider presents evidence:
 - that employers perceive completers' preparation was sufficient for their job responsibilities.
 - of data from a representative sample of employers.
 - employers are satisfied with completers' preparation to work with diverse P-12 students and their families.

Guiding Questions

- How does the EPP measure satisfaction with preparation as viewed by employers?
- How does the EPP ensure a representative sample inclusive of most licensure areas or a purposive sample to be enlarged over time?
- How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence should include data and subsequent analyses of the assessment results.
- Evidence should demonstrate a representative sample (in one cycle of data or over multiple cycles of data).
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Employer satisfaction surveys
- Focus groups or interviews with detailed methodology

- Employer satisfaction case study

Connections

RA1.1 (Candidate Knowledge, Skills, and Professional Dispositions), RA1.2 (Provider Responsibilities), RA4.2 (Satisfaction of Completers), RA5.2 (Data Quality), RA5.3 (Stakeholder Input), RA5.4 (Continuous Improvement)

Notes

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Component RA4.2 Satisfaction of Completers

RA4.2 Satisfaction of Completers

The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.

Key Concepts

- The provider presents evidence:
 - completers perceive their preparation was sufficient for their job responsibilities.
 - of data from a representative sample of completers.
 - completers are satisfied with their preparation to work with diverse P-12 students and their families.

Guiding Questions

- How does the EPP measure satisfaction with preparation as viewed by completers?
- How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)?
- How does the EPP ensure all programs are included within data cycles?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Disaggregated data by program and other demographic items show no or few disparities OR disparities are identified and explained, including steps to remedy them.
- Evidence should include data and subsequent analyses of the assessment results.
- Evidence should demonstrate a representative sample (in one cycle of data or over multiple cycles of data).
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Completer/Alumni Satisfaction surveys
- Focus groups or interviews with detailed methodology
- Employer satisfaction case study
- State proprietary measure (administered by state entities)

Connections

RA1.1 (Candidate Knowledge, Skills, and Professional Dispositions), RA1.2 (Provider

Responsibilities), RA4.1 (Satisfaction of Employers), RA5.2 (Data Quality), RA5.3 (Stakeholder Input), RA5.4 (Continuous Improvement)

Notes

Standard RA5 Quality Assurance System and Continuous Improvement

Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Component RA5.1 Quality Assurance System

RA5.1 Quality Assurance System

The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. This system documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Key Concepts

- The provider presents evidence:
 - of a functioning Quality Assurance System documenting operational effectiveness.
 - a rationale for the selection of the multiple measures
 - that Quality Assurance System data is used in decision making
 - of a responsive Quality Assurance System with the ability to provide data relevant for aspects of the EPP's context.
 - of how outcomes of Quality Assurance System data analysis are used for program improvement.

Guiding Questions

- How does the EPP maintain a functioning Quality Assurance System capable of providing data output that enables quality control and continuous improvement?
- How are data describing the EPP's effectiveness (as provided for standards RA1-RA4) collected, analyzed, monitored, and reported?
- What are examples of questions the system is called on to answer that make use of the system capabilities to combine data from various sources and/or disaggregate data by different categories?
- How is the system used by the EPP to provide information for review and decision making?
- Can the faculty, staff, candidates, and stakeholders articulate their role and engagement in the Quality Assurance System?
- Describe the evidence that most compellingly demonstrates the EPP's



case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Overview or flow chart demonstrating (at a high level) the entire Quality Assurance system that includes roles and responsibilities of those responsible for the data collection, monitoring, analysis, and reporting.
- Evidence provided that the EPP regularly reviews system operations and data.
- The provider demonstrates the Quality Assurance System has the capacity to collect, analyze, monitor, and report data/evidence on ALL CAEP Standards.
- The provider's Quality Assurance System supports the disaggregation of data by licensure area/program, race/ethnicity, and other dimensions identified by the EPP.

Possible sources of evidence:

- Graphic representation of the Quality Assurance System
- Crosswalk of all measures included in the Quality Assurance System
- Verification of the Quality Assurance System through demonstration
- Potential program or EPP action minutes documenting the creation or implementation of the system
- Assessment Reports
- Stakeholder feedback on system and data

Connections

RA5.1 is an overarching structure and process component. Therefore, all components are indirectly connected with RA5.1.

Component RA5.2 Data Quality

RA5.2 Data Quality

This provider's quality assurance system from RA5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

Key Concepts

- The provider presents evidence:
 - of a clear link between what is being measured and what the EPP intends to measure (relevant)
 - a measure or result can be confirmed or substantiated; all assessments should be valid and reliable (verifiable)
 - data encompass candidates and completers from programs under review (representative)
 - measures of candidate or EPP performance results across successive administrations (3 cycles of data). (cumulative)
 - of a clear link between the measure and EPP action taken as a result of this measure (actionable)
 - EPP created assessments meet the CAEP Criteria for EPP Created Assessments

Guiding Questions

- What strengths and weaknesses in the Quality Assurance System do faculty find when they use data and analyses from the system?
- How are data relevant, verifiable, representative, cumulative, and actionable?
- How does the EPP's scoring procedures align with the CAEP Criteria for Evaluation of Assessments?
- What procedures does the EPP take in design, collection, analysis, and interpretation of data to ensure its validity?
- What procedures does the EPP take in design, collection, analysis, and interpretation of data to ensure its reliability?
- Can findings be triangulated with multiple data points so they can be confirmed or found conflicting?
- How do EPP created assessments meet the CAEP Criteria for EPP Created Assessments?
- How do EPP created surveys meet the CAEP Criteria for EPP Created Surveys?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Distinguish between EPP created and propriety assessments/instruments.
- Documentation of steps taken to establish instrument validity, reliability, and resultant

data.

- Description of modifications to instruments based on feedback, validity, and reliability work.
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- Reliability and validity process documentation and data
- Sampling procedures
- At least 3 cycles of data for RA1-RA4
- Documentation of instrument revision with timeline

Connections

RA5.2 is about the data quality for instruments and data that is presented in each of the other standards. Therefore, overall issues with data quality in any standard are connected to RA5.2.

Notes

Component RA5.3 Stakeholder Involvement

RA5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in the program design, evaluation, and continuous improvement processes.

Key Concepts

The provider presents evidence of:

- internal and external stakeholder involvement in program design, evaluation, and continuous improvement process.

Guiding Questions

- What EPP process is used to involve stakeholders in data driven decision making?
- How and when do external partners participate in the EPP's continuous improvement process?
- How are clinical partners(external stakeholders) included in the continuous improvement process?
- In what ways are stakeholders involved in program design?
- In what ways are stakeholders involved in evaluation?
- In what ways are stakeholders involved in continuous improvement?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- Evidence identifies examples of input from stakeholders and uses of that input
- Evidence that stakeholder groups include members with a variety of roles and responsibilities
- EPP-created assessments and surveys must meet the criteria on the CAEP Criteria for Evaluation of EPP-Created Assessments or CAEP Criteria for Evaluation of EPP-Created Surveys.

Possible sources of evidence:

- MOUs/partnerships
- Advisory Board feedback/input
- Co-construction or assessments/surveys
- Documentation of meetings and decisions

Connections

RA5.3 is about the stakeholder involvement in the accreditation process. Therefore, all standards/components are indirectly connected with RA5.3.

Notes

Component RA5.4 Continuous Improvement

RA5.4 Continuous Improvement

The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Key Concepts

- The provider presents evidence:
 - the EPP assesses performance in relation to EPP goals and standards
 - Documenting performance results over time
 - Documenting modifications and tracking the effects over time.
 - that information from the Quality Assurance System is the basis for a continuous improvement function.
 - the EPP documents regular and systematic data-driven changes grounded in
 - data analyses and interpretations from its quality assurance system
 - changes linked to its goals and relevant standards
- program decisions are directly supported by data and/or contradictory data are explained.

Guiding Questions

- How does the EPP support continuous improvement through EPP procedures that gather, input, analyze, interpret and use information from the QAS effectively?
- What actions has the EPP taken to pilot specific program improvements and study their effectiveness?
- What examples of changes in courses, clinical experiences, or other candidate experiences represent the effectiveness of continuous improvement efforts?
- Describe the evidence that most compellingly demonstrates the EPP's case, what they have learned from the evidence, and what conclusions and interpretations have been made.

Quality Evidence

- The examples indicate that changes are clearly connected to evidence and provider performance is systematically assessed against goals.
- Written documentation confirms that the EPP regularly and systematically: reviews, analyzes and interprets QAS data, identifies patterns across programs, uses data for continuous improvement and innovative modifications.
- Not all changes need to lead to improvement, as CAEP encourages data-driven experimentation, but changes should trend toward improvement.
- The EPP examines the outcomes currently achieved and identifies gaps between current results and established standards. Examines why these results occur.
- EPP documents the process of examining results and decisions made (e.g., keep, modify, discontinue).

Possible sources of evidence:

- Decision grid (Question, Data, Stakeholder group, Decision)
- Condensed Meeting Minutes that highlight data review and decisions
- Outcomes of changes/modifications (what happened after changes were made)
- Goals crosswalk table (goals and where in the process)

Connections

RA5.4 is the overarching theme of continuous improvement. Therefore, all Standards/components are indirectly connected with RA5.4.

Notes

Standard 6: Fiscal and Administrative Capacity

For EPPs whose institution is accredited by an institutional accreditor recognized by the U.S. Secretary of Education (e.g., SACS-COC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6. The required evidence for this standard is listed below in the orange box. No narrative is required for this standard if the EPP is accredited by an accreditor recognized by the U.S. Secretary of Education.

Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. **For EPPs whose institution is accredited by an institutional accreditor recognized by the U.S. Secretary of Education (e.g., SACS-COC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard.6.** If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

R6.1 Fiscal Resources The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

Required Evidences

If the EPP ***IS*** considered accredited by an institutional accreditor recognized by the U.S. Secretary of Education:

- Institution's regional or national accreditation letter
- Program Characteristics Table
- EPP Characteristics Table
- Qualification Table for EPP-Based Clinical Educators
- Capacity Table
- Off Campus, Satellite, Branch Table

If the EPP's institution ***IS NOT*** accredited by a recognized accreditor :

- Narrative addressing each component
- Program Characteristics Table
- EPP Characteristics Table
- Qualification Table for EPP-Based Clinical Educators
- Capacity Table
- Off Campus, Satellite, Branch Table

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Freestanding EPPs may be able to use CAEP accreditation to access Title IV funds or other federal funds. If it is their intent to do so, the EPP is required to meet Standard 7.

****Only For Freestanding PPs seeking to have CAEP serve as its federal Title IV gatekeeper****

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act or other federal funds must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.

Notes

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Appendices

Appendix A: CAEP Criteria for Evaluation of EPP-Created Assessments & Surveys

CAEP Criteria for Evaluation of EPP-Created Assessments

1. Administration and Purpose

Sufficiency Criteria

- The time/point at which the assessment is administered during the preparation program is explicit.
- The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.
- Instructions provided to candidates about what they are expected to do are informative and unambiguous.
- The basis for judgment is made explicit for candidates.
- Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional, and state standards

2. Content of Assessment

Sufficiency Criteria

- Indicators assess explicitly identified aspects of CAEP and InTASC Standards, in addition to national, professional, or state standards.
- Indicators reflect the degree of difficulty or level of effort described in the standards.
- Indicators unambiguously describe the proficiencies to be evaluated.
- When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, and apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the indicator is specific to candidates' application of knowledge to solve problems.
- Most indicators require observers to judge consequential attributes of candidate proficiencies in the standards.

3. Scoring

Sufficiency Criteria

- The basis for judging candidate performance is well defined.
- Each proficiency level descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.
- PLDs represent a developmental sequence from level to level (providing raters with explicit guidelines to evaluate candidate performance and giving candidates explicit feedback on their performance).
- Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.
- Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as “engaged,” criteria are provided to define the use of the term in the context of the category or indicator.]

4. Data Reliability

Sufficiency Criteria

- A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., inter-rater, internal consistency, consensus building activities with documentation) and the steps the EPP took to ensure the reliability of the data from the assessment.
- Training of scorers and checking on inter-rater agreement and reliability are documented.
- The described steps meet accepted research standards for establishing reliability.

5. Data Validity

Sufficiency Criteria

- A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use.
- The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive) and how they were established.
- If the assessment is new or revised, a pilot was conducted.
- The EPP details its current process or plans for analyzing and interpreting results from the assessment.
- The described steps meet accepted research standards for establishing the validity of data from an assessment.

Notes

Notes

A large, empty rectangular area with a light gray background, intended for taking notes.

CAEP Criteria for Evaluation of EPP-Created Surveys

1. Administration and Purpose

Sufficiency Criteria

- The point or points when the survey is administered during the preparation program are explicit.
- The purpose of the survey and its use are specified and appropriate.
- Instructions provided to survey respondents about what they are expected to do are informative and unambiguous.

2. Survey Content

Sufficiency Criteria

- Questions or topics are explicitly aligned with aspects of the EPP's mission as well as CAEP, InTASC, national, professional, or state standards as appropriate.
- Individual items have a single subject; language is unambiguous.
- Leading questions are avoided.
- Items are stated in terms of behaviors or practices instead of opinions, whenever possible.
- Surveys of dispositions make clear to candidates how the survey is related to effective teaching.

3. Data Quality

Sufficiency Criteria

- Ratings scale choices must be clear and have balanced keying (same number of positive and negative options in Likert scale).
- Feedback provided to the EPP is actionable.
- EPP provides evidence that questions are piloted to determine that respondents interpret them as intended and modifications are made as needed.

Appendix B: Transition and Phase-in Plan Schedules and Guidelines

*****ALERT*****

Transition Plans are only applicable to the 2022 Revised Standards for Initial-Licensure Preparation. Phase-in plans are only applicable to Standards for Advanced-Level Preparation and are no longer accepted after Spring 2023 visits.

Standards for Initial-Licensure Preparation

| The Transition Plan Schedule* | | | |
|---|---|---|--|
| Standards for Initial-Licensure Preparation | CAEP Standards for Initial-Licensure Preparation required for all accreditation SSRs, reviews, and decisions beginning in Spring 2022 (including stipulation or probation visits) | | |
| The Transition plan schedule for accreditation of Revised Standards for Initial-Licensure Preparation is indicated by the time of the site visit in the columns of this chart→ | Spring 2022 or Fall 2022 | Spring 2023 or Fall 2023 | Spring 2024 and beyond |
| Specific components of the CAEP Revised Standards for Initial-Licensure preparation are allowed transition plans and are listed below ↓ | | | |
| <ul style="list-style-type: none"> ● R 1.1 The Learner and Learning ● R 1.2 Content ● R 1.3 Instructional Practice ● R 1.4 Professional Responsibility ● R 2.3 Clinical Experiences ● R 3.3 Competency at Completion ● R 4.1 Completer Effectiveness | SSR includes Transition plans that are to be accompanied by current/previous practice and the most recent cycle of data available. | SSR includes Transition plans and progress steps | Transition plans end All components require full data complement |
| | *Required Evidence: <ul style="list-style-type: none"> ● At least one cycle of previous data AND <ul style="list-style-type: none"> ● CAEP Sufficient Transition Plan for revised component | *Required Evidence: <ul style="list-style-type: none"> ● At least one cycle of previous data AND <ul style="list-style-type: none"> ● At least one cycle of pilot/preliminary data aligned with revised components AND <ul style="list-style-type: none"> ● CAEP Sufficient Transition Plan for revised component | *Required Evidence: <ul style="list-style-type: none"> ● Three cycles of data (This may include one previous cycle of data and two cycles of revised or three cycles of revised) |

*All reviews are utilizing the Revised standards

Sufficiency Criteria for Initial-Licensure Preparation Transition Plans

Relationship to Standard or Component

Sufficiency Criteria

- An explicit link of the intended data/evidence to the standard or component it is meant to inform
- A description of the content and objective of the data/evidence collection is included

Guiding Questions

- Does the transition plan have a specific connection (e.g., identify by number and text the component) with provisions of a revised component?
- Does the transition plan make a compelling argument that the data/evidence would be an appropriate and strong measure of the revised component?

Timeline and Resources

Sufficiency Criteria

- Detailing of strategies, steps, and a schedule for collection through full implementation, and indication of what is to be available by the time of the site visit
- Specification of additional data/evidence that will become available in the calendar years following accreditation until completion of the transition plan steps and will be addressed in annual reports
- A description of the personnel, technology, and other resources available and needed to fulfill the plan; institutional review board approvals, if appropriate; and EPP access to data compilation and analysis capability

Guiding Questions

- Does the transition plan include all steps needed in detail with description of action and a schedule?
- Does the transition plan identify what steps have been completed by the time of SSR and site visit?
- Can the transition plan be reasonably accomplished within the resources available to the EPP?
- Does the transition plan specify the resources needed to complete the plan, including personnel, technology, access, or other resources?
- Does the transition plan identify all semesters/years until full implementation?

- Timelines for transition plans include process until 3 cycles of data are collected.



Data Quality

Sufficiency Criteria

- A copy of the collection instrument if it is available, together with information called for in the scoring rubrics, Sufficiency Criteria for EPP-Created Assessments and Surveys
- Description of procedures to ensure that surveys and assessments reach the sufficient level of the EPP-Created Assessment and Surveys
- Steps that will be taken to attain a representative response, including the actions to select and follow up a representative sample (or, a purposeful sample if that is appropriate for the data collection) and actions to ensure a high response rate
- Steps to ensure content validity and to validate the interpretations made of the data
- Steps to analyze and interpret the findings and make use of them for continuous improvement

Guiding Questions

- What was the EPP using previously to meet this component?
- If tools are already created, do the surveys or assessments identified in the transition plan meet the CAEP Criteria for Evaluation of EPP-Created Assessments or Surveys? If the tools are not already created, does the plan include how they will ensure they will meet the CAEP Criteria for Evaluation of EPP-Created Assessments or Surveys
- How do the surveys and assessments identified in the transition plan reasonably be expected to achieve a representative response and have an appropriately high response rate?
- How does the transition plan identify appropriate analyses that have been/will be conducted with the data/evidence and appropriate interpretations are likely to be made?

Phase-In Plan Schedule for Standards for Advanced-Level Preparation

| The Phase-in Schedule | | | | |
|--|--|--|--|--|
| <i>Standards for Advanced-Level Preparation</i> | <i>CAEP Standards for Advanced-Level Preparation required for all accreditation SSRs, reviews, and decisions beginning in Fall 2018</i> | | | |
| <p>The Phase-in schedule for accreditation at the Advanced-Level is indicated by the time of the site visit in the columns of this chart→ The policy applies to specific components of the CAEP Standards for Advanced-Level Preparation listed below ↓</p> | Spring 2021 | Fall 2021 or Spring 2022 | Fall 2022 or Spring 2023 | Fall 2023 or Spring 2024 |
| <ul style="list-style-type: none"> ● RA.1.1, Candidate Knowledge, Skills, and Professional Dispositions ● RA.2.1, Partnerships for Clinical Preparation ● RA.2.2, Clinical Experiences ● RA.3.1, Recruitment ● RA.3.2, Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully ● RA.3.3, Monitoring and Supporting Candidate Progression ● RA.3.4, Competency at Completion ● RA.4.1, Satisfaction of Employers ● RA.4.2, Satisfaction of Completers ● RA.5.2, Data Quality ● RA.5.4 (formerly A5.3), Continuous Improvement | SSR can include plans for new evidence items if evidence is not complete or available | SSR includes plans and progress steps (including data, if any) | SSR includes plans and progress steps (including data, if any) | SSR plus on-site data provide EPP evidence to document each standard |

Sufficiency Criteria for Advanced-Level Preparation Phase-In Plans

Relationship to Standard or Component

Sufficiency Criteria

- An explicit link of the intended data/evidence to the standard or component it is meant to inform
- A description of the content and objective of the data/evidence collection is included

Guiding Questions

- Does the phase-in plan have a specific connection (e.g., identify by number and text the component) with provisions of a CAEP component?
- Does the phase-in plan make a compelling argument that the data/evidence would be an appropriate and strong measure of the component?

Timeline and Resources

Sufficiency Criteria

- Detailing of strategies, steps, and a schedule for collection through full implementation, and indication of what is to be available by the time of the site visit
- Specification of additional data/evidence that will become available in the calendar years following accreditation until completion of the phase-in plan steps
- A description of the personnel, technology, and other resources available and needed to fulfill the plan; institutional review board approvals, if appropriate; and EPP access to data compilation and analysis capability

Guiding Questions

- Does the phase-in plan include all steps needed in detail with description of action and schedule?
- Does the phase-in plan identify what steps have been completed by the time of SSR and site visit?
- Can the phase in plan be reasonably accomplished within the resources available to the EPP?
- Does the phase-in plan specify the resources needed to complete the plan, including personnel, technology, access, or other resources?

Data Quality

Sufficiency Criteria

- A copy of the collection instrument if it is available, together with information called for in the scoring rubrics, Sufficiency Criteria for EPP-Created Assessments and Surveys
- Description of procedures to ensure that surveys and assessments reach the sufficient level of the EPP-Created Assessment and Surveys
- Steps that will be taken to attain a representative response, including the actions to select and follow up a representative sample (or, a purposeful sample if that is appropriate for the data collection) and actions to ensure a high response rate
- Steps to ensure content validity and to validate the interpretations made of the data
- Steps to analyze and interpret the findings and make use of them for continuous improvement

Guiding Questions

- If tools are already created, do the surveys or assessments identified in the plan meet the CAEP Criteria for Evaluation of EPP-Created Assessments or Surveys? If the tools are not already created, does the plan include how they will ensure they will meet the CAEP Criteria for Evaluation of EPP-Created Assessments or Surveys
- How do the surveys and assessments identified in the plan reasonably be expected to achieve a representative response and have an appropriately high response rate?
- How does the plan identify appropriate analyses that have been/will be conducted with the data/evidence and appropriate interpretations are likely to be made?

Notes

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Appendix C: Additional Resources

[CAEP Accreditation Council Policy and Procedures](#)

[Glossary](#)

[Standard R4 Program Impact](#)

[Example Template for Transition Plans](#)