



Council for the
Accreditation of
Educator Preparation

CAEP Advanced Standards NYACTE/NYSATE October 20, 2016

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Phase-in of advanced standards

- Self-study reports with a CAEP-assigned DUE date **before** September 1, 2017 – do **not** include Advanced Programs
- Self-study reports with a CAEP-assigned DUE date **after** September 1, 2017 – **INCLUDE** Advanced Programs.

Self-Study and Standards for Advanced Programs

- One self-study report submitted for both levels
- EPPs address standards for both initial and advanced levels
 - Uploading of evidence/data/tables specific to standard and level in AIMS evidence room (you will tag evidence for Initial or Advanced)
 - Remember: not all initial standards have an equivalent advanced standard
 - EPP would make the case for meeting the standard at each level in a separate holistic summary

Scope of Advanced Level Submissions

- Advanced level programs to be submitted for CAEP review include **any** of the following:
 - If the **intent** of the advanced program is to develop P-12 teachers or other school professionals for employment in P-12 schools/districts.
 - **Over 50%** of the enrollees in the program are teachers or other school professionals in P-12 schools/districts.
 - Any M.Ed., M.S., M.A., Ed.D. or Ph.D. Program specific to P-12 school districts (e.g., reading specialists, school librarians, school psychologists, school administrators, etc.)

Scope of Advanced Level Submissions (cont.)

- Advanced level programs that are **designed to further the knowledge and skills of P-12 teachers** and/or other school professionals such as curriculum and instruction, educational technology, etc.
- Any track, endorsement or “add on” program for certified or licensed teachers would be reviewed under component 1.1 and **only** require that EPPs submit **evidence of candidate content knowledge** documented by state licensure test scores or other proficiency measures.

Scope of Advanced Level Submissions (cont.)

- Advanced level programs that **will not be reviewed** by CAEP:
 - Advanced degree programs **specific to content areas** such as an M.S. or M.A. in mathematics, history, etc.
 - Educational leadership programs **not specific to** the preparation of other school professionals for **P-12** schools/districts, such as higher ed. administration
 - Other advanced level programs already accredited by another national accreditor recognized by either CHEA or USDE, such as CACREP.

Also note:

- Required components for Advanced Programs are
 - A.3.2 (Same as initial),
 - A.4.1, A.4.2 (Same as initial), and
 - A.5.3, A.5.4 (Same as initial).
- Common assessments across programs are NOT required
- Each program can submit 3 – 5 assessments per program, no more than 5.

Scope: Question and feedback pause



Standard A.1: Advanced Preparation Content and Pedagogical Knowledge

- The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use **professional specialty practices** flexibly to advance the learning of P-12 students toward attainment of college- and career-readiness standards.

General rules for A.1.

- All data must be disaggregated by specialty field area for Standard A.1.
- At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, data from the original assessment should be submitted.
- The reported cycles of data must be sequential and be the latest available.

Component A.1.1: specific to advanced.

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 of P-12 are enhanced through:

- 1. Application of data literacy;**
- 2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;**
- 3. Use of data analysis and evidence to develop supportive school environments;**

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- 4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;**
 - 5. Supporting appropriate applications of technology for their field of specialization; and**
 - 6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.**
- Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Sufficient Level

- All general rules for Standard A.1 are met.
- All of the generic professional skills stated in A.1.1 are addressed.
- **At least three of the six generic skill areas** are informed for each professional specialty field by multiple indicators/measures that adapt the generic skills to a professional specialty field.

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- EPP-created assessments have been reviewed at the minimum level of sufficiency on CAEP's assessment rubric .
- The EPP analysis of data/evidence includes identification of trends/patterns, comparisons, and/or differences.
- Data/evidence supports interpretations and conclusions.
- Class (cohort) average is at or above acceptable levels on the EPP scoring guide for EPP-created assessments.

Component A.1.2: Similar to initial

Providers ensure that advanced 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)].

Sufficient Level

- All general rules for Standard A.1 are met.
- The provider presents at least one source of evidence that candidates apply advanced preparation knowledge at specialty area levels (SPA or state reports, disaggregated specialty area data, actions, etc.).
- A majority (51% or above) of SPA program reports (submitted for review) have National Recognition,
 - **OR** documentation is provided on periodic state review of program-level outcome data.

Standard 1: Question and feedback pause



Standard A.2. Preparation Clinical Partnerships and Practice (Similar to initial)

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Component A.2.1: Similar to initial

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and shared responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Minimal Level of Sufficiency – A.2.1

- All general rules for the Standard A.2 are met.
- The provider presents evidence that P-12 schools and EPPs have both benefitted from the partnership.
- The provider presents evidence that a collaborative process is in place and **is reviewed annually**.
- The provider regularly seeks input from P-12 educators with professional responsibilities relevant to the specialty fields for which candidates are being prepared, including developing or refining criteria for entry/exit into clinical experiences.

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- Providers document a shared responsibility model that includes these components:
 - **Co-construction of instruments and evaluations**
 - **Evidence of co-constructed clinical experiences**
 - **Involvement in on-going decision-making**
 - **Input into curriculum development**
 - **EPP supervisor and/or P-12 educators provide descriptive feedback to candidates**
- Opportunities for candidates to observe and implement appropriate and effective strategies for their fields of specialization.

Component A.2.2: Specific to advanced

- The provider works with partners to design varied and developmental clinical settings which allow opportunities for candidates to practice applications of content knowledge and skills emphasized by the courses and other experiences of the advanced preparation program. 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 A.1.1**

Minimal Level of Sufficiency – A.2.2

- All general rules for the Standard A.2 are met.
- Evidence documents that all candidates have active clinical experiences.
- Particular attributes of varied and developmental clinical settings are investigated in relation to candidate outcomes.
- Investigations employ both formative and summative assessments **in more than one clinical setting** and have:
 - used two comparison points,
 - used the results to guide preparation decision-making,
 - modified instruction and clinical experiences based on results.

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- Evidence documents that candidates have **used technology** in applications appropriate to their field of specialization
- Evidence documents a sequence of clinical experiences with specific goals that are focused, purposeful, and varied.
- Clinical experiences are assessed using performance-based criteria.
- Evidence documents the relationship between clinical experiences and coursework (coherence).

Standard 2: Question and feedback pause



Standard A.3.

- **Candidate quality, recruitment and selectivity** – The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Component A.3.1.

- The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates **reflects the diversity of America's teacher pool** and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

Minimal Level of Sufficiency – A.3.1

- Plans for admitted candidate pool provide base points and annual monitoring (including academic ability, diversity, and employment needs).
- The EPP provides disaggregated data on enrolled candidates by relevant demographics, including race/ethnicity, SES, and/or sex.
- The provider shows knowledge of and action that addresses employment opportunities in schools, districts, and/or regions where completers are likely to seek employment.

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- The EPP's admission goals and reported enrollment data demonstrate progress from the base point and have moved the provider toward greater candidate diversity and academic achievement.
- Evidence documents that the provider monitors the influence of employment opportunities on enrollment patterns.

Component A.3.2

- The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, **or** graduate school minimum criteria, whichever is highest, **and gathers data** to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

Standard A. 3. - Component A.3.2

The CAEP minimum criteria are a college grade point average of 3.0 **OR** a group average performance on nationally normed assessments, **or** substantially equivalent state-normed **or** EPP administered assessments, of mathematical, verbal, and written achievement in the top 50 percent of those assessed.

An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

Minimal Level of Sufficiency – A.3.2

- The EPP specifies its requirements for academic achievement and other criteria it uses at entry to ensure that enrolled candidates have or develop abilities to complete advanced preparation successfully.
- The average score of each admitted cohort meets CAEP minima: GPA of 3.0 **OR** performance on a nationally normed, substantially equivalent state-normed, or EPP administered assessments is in the top 50% of all test takers of the selected assessment
 - Assessment examines candidate performance in mathematical and verbal achievement and, beginning in 2021, in writing achievement.

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- At least three cycles of data are presented and analyzed
- Data are disaggregated for enrolled candidates by (1) relevant demographics including race/ethnicity, SES, and sex and (2) branch campuses, if any, mode of delivery, and individual programs
- Evidence that EPP monitors progress and provides supporting services and counseling for candidates when needed.

Component A.3.3.

- The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

Minimal Level of Sufficiency – A.3.3

- The provider documents two or more measures/gateways of candidate progression.
- The provider presents explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation.
- Results and stated candidate progressions criteria align with evidence of actions taken such as the following:
 - Changes in curriculum or clinical experiences
 - Providing interventions, support, counseling outs.

Component 3.4

Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, **data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards** appropriate for the field of specialization.

Evidence for A.3.4

- The evidence for this component would be the same as that assembled for the self study under component A.1.1. It can be cross-referenced in the self study, and not repeated unless the EPP prefers to make a special point about exit proficiencies of completing candidates.

Standard 3: Question and feedback pause



Standard A.4.: Satisfaction with preparation – Similar to 4.3 for initial

- The provider documents the satisfaction of its **completers** from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Minimal Level of Sufficiency – A.4.1

- All general rules for Standard A.4 are met.
- The provider submits evidence that employers perceive completers' preparation was sufficient for their job responsibilities.
- The provider includes appropriate analysis and interpretation of results.
- The provider submits documentation of employment milestones, including promotion, employment trajectory, and retention for at least some completers and conducts appropriate analysis.

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- The provider describes a system for the analysis, evaluation, and interpretation of data, and conclusions are supported by data.
- The provider documentation includes the following:
 - a description of the system for gathering data
 - adequate response rates (20% or more)
 - a description of the representativeness of the sample
 - data specific to high-need schools
 - data specific to specialty field
 - comparison points for data.

Component A.4.2. Similar to 4.4 for initial

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

Minimal Level of Sufficiency – A.4.2

- The provider submits evidence that completers perceive their preparation was sufficient for their job responsibilities.
- The provider includes appropriate analysis and interpretation of results.
- The provider shows evidence of an adequate and representative sample reflected in responses.

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- The provider achieves an adequate response rate (20% or more).
- The EPP provides analysis and interpretation of data aligned with the intent of the standard/component.
- Conclusions are supported by the data.

Standard 4: Question and feedback pause



Standard 5: SPECIAL NOTE on Advanced

- Except for component A.5.4, the language for Standard A.5 is exactly the same as the language of Standard 5 for initial preparation. CAEP is accrediting an EPP, and an EPP should only be expected to respond to Standard 5 once—NOT separately for initial and for advanced preparation.
- That means, for example:

- That means, for example:
 - When the EPP demonstrates its quality assurance system (for component 5.1), its documentation should include measures used in advanced preparation along with other multiple measures used in initial preparation.
 - When the EPP documents the quality of its data (for component 5.2), it should include measures used in advanced preparation.

- When it documents continuous improvement efforts (for component 5.3), its self-study report should include measures and their use in continuous improvement from advanced preparation programs.
- When the EPP documents stakeholder involvement (for component 5.5), information on advanced preparation should be included along with that on initial preparation.
- If, however, an EPP conducts advanced preparation programs only, then it would document its performances for 5.1, 5.2, 5.3, 5.4 and 5.5 for those programs alone.

- Note that for component A.5.4, the standards for advanced preparation include additional words not found in the initial standards in order to clarify the intent.
- The measures to be reported in self-study reports are, explicitly, EPP measures for advanced preparation completion rates, licensure/certification rates, employment rates in the field of specialty preparation and consumer information such as places of employment, retention in field of preparation, leadership roles in schools, and salaries.
- This language is intended to separate the program measures already included in Standard 4 from the annual EPP reporting measures, leaving those for program “outcomes” as the focus for A.5.4.

Standard 5: Question and feedback pause



Phase In Schedule

- Advanced standards are first included in EPP self-studies submitted after 9/1/2017, academic year 2017/18. In that year and the following, 2018/19, plans may be submitted in lieu of actual data. See Appendix E, Guidelines for Plans, in the CAEP Handbook for detailed information on “plans” and how they are used “as if they were evidence”.
- During the next two academic years, 2019/2020 and 2020/2021, self-study reports include plans accompanied with progress steps (including any available data). For academic year 2021/2022 and beyond, the phase in period is concluded and the EPP’s evidence will be judged as submitted.

Resources on CAEP web site

- [CAEP 2016 Standards for Advanced Programs](#)
- [CAEP 2016 Standards for Advanced Programs: One-Pager](#)
- [Board Action: Summary of Changes in Standards for Advanced Programs \(June 10, 2016\)](#)
- [Policy Changes: Accreditation for Advanced Programs](#)
- [Phase-in Policy: Transition Period for Advanced Level Programs](#)
- [Scope of Accreditation for Advanced Programs](#)
- [Petition to Exclude Advanced Programs - Instructions](#)
- [Petition to Exclude Advanced Programs - Form](#)

Final question and feedback pause

