Council for Accreditation of Educator Preparation Advanced Programs Standards (CAEP)

Standard 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Advanced Program Components:
1.1 Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.
1.2 Providers ensure that advanced program completers use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline.
1.3 Providers ensure that advanced program completers apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist including Specialized Professional Associations (SPAs) and other accrediting bodies.
1.4 Providers ensure that advanced program completers demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards.
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Advanced Program Components:
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth,
diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

Standard 3: The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. The process is ultimately determined by a program's meeting of Standard 4.

Advanced Program Components:
3.1 The provider presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.
3.2 The provider sets admissions requirements, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates [meets or exceeds the CAEP minimum of 3.0, or the group average performance on a nationally normed ability/achievement assessment such as GRE, MAT, or other required graduate level assessment is in the top 50%]. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of supportive environments that positively impact on all P-12 student learning and development. The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.
3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that advanced programs candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service.
3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates'
application of content knowledge and research, data-driven decision making, and the integration of technology in all of these domains.

3.5 Before the provider recommends any advanced program candidate for program completion, it documents that the advanced program candidate has reached a high standard for content knowledge; data- and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning.

3.6 Before the provider recommends any advanced program candidate for program completion, it documents that the advanced program candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Advanced Program Components:
4.1 The provider documents, using multiple measures, that advanced program completers create a supportive learning environment that contributes to an expected level of P-12 student-learning growth. Multiple direct and indirect measures shall include all available growth measures appropriate to the discipline, required by the state and available to educator preparation providers, other state-supported P-12 impact measures where applicable, and other measures employed by the provider.
4.2 The provider demonstrates, through multiple measures, that advanced program completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students.
4.4 The provider demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Advanced Program Components:
5.1 The provider's quality assurance system is comprised of multiple measures that can monitor
advanced program candidate progress, advanced completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4 Measures of advanced program completer impact on the P-12 learning environment, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.