



Comparison 2013 and 2022 Initial Standards

2013	2022
Standard 1: Content and Pedagogical Knowledge	
<p>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.</p>	<p>The provider ensures 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.</p>

<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p>	<p>The Learner and Learning R1.1 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.</p>
<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.3 Providers ensure that candidates apply content and pedagogical knowledge</p>	<p>Content R1.2 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</p>

<p>as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</p>	<p>Specialized Professional Associations SPA process, a state review process, or an evidence review of Standard 1.</p>
<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p> <p>1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and–enrich professional practice.</p>	<p>Instructional Practice</p> <p>R1.3 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 that candidates model and apply national or state approved technology standards to engage and improve learning for all students.</p>

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

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

Professional Responsibility

R1.4 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.

2013	2022
Standard 2: Clinical Partnerships and Practice	
<p>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.</p>	<p>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.</p>
<p>2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry,</p>	<p>Partnerships for Clinical Preparation R2.1 Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.</p>

<p>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-</p>	
<p>2.2 Clinical Educators Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p>	<p>Clinical Educators R2.2 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.</p>
<p>2.3 Clinical Experiences The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing</p>	<p>Clinical Experiences R2.3 The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and</p>

<p>effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>	<p>positive impact on diverse P-12 students' learning and development as presented in Standard R1.</p>
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<p>2013</p>	<p>2022</p>
<p>Standard 3: Candidate Recruitment, Progression, and Support</p>	
<p>The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that</p>	<p>The provider demonstrates that 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.</p>

<p>completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 3.</p>	
<p>3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.</p>	<p>Recruitment R3.1 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 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.</p>
<p>3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.</p>	<p>Monitoring and Supporting Candidate Progression R3.2 The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, and professional</p>

<p>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 candidate performance in the program and effective teaching.</p> <p>3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. [ii]</p>	<p>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.</p>
<p>3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose</p>	<p>Competency at Completion</p> <p>R3.3 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</p>

preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading, and writing 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.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends, and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. [ii]

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

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

2013	2022
Standard 4: Program Impact	
<p>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.</p>	<p>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.</p>
<p>4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.</p>	<p>Completer Effectiveness R.4.1 The provider demonstrates program completers:</p> <ul style="list-style-type: none"> A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. <p>In addition, the provider includes a rationale for the evidence provided.</p>

<p>4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	
<p>4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p>	<p>Satisfaction of Employers R.4.2 The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.</p>
<p>4.4 Satisfaction of Completers The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective</p>	<p>Satisfaction of Completers R.4.3 The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.</p>

2013	2022
Standard 5: Quality Assurance System and Continuous Improvement	
<p>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.</p>	<p>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, establish goals for improving and highlight innovations.</p>
<p>5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.</p>	<p>Quality Assurance System R5.1 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</p>

<p>Evidence demonstrates that the provider satisfies all CAEP standards.</p>	<p>are reported, used in decision making, and how the outcomes of those decisions inform programmatic improvement.</p>
<p>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.</p>	<p>Data Quality R5.2 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.</p>
<p>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.</p>	<p>Stakeholder Involvement R5.3 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 evaluation and continuous improvement processes.</p>
<p>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</p>	<p>Continuous Improvement R5.4 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.</p>

results to improve program elements and processes.

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

