



Council for the  
Accreditation of  
Educator Preparation

## Standard 3: Candidate Quality, Recruitment and Selectivity

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# Standard 3 – Candidate Quality, Recruitment and Selectivity

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

# Main Ideas

- Need to develop a strong applicant pool with high academic ability
- Recruit based on high academic ability/achievement (more selectivity)
- Recruit a more diverse applicant-that reflect the diversity of America's P-12 students
- Monitor candidate ability from entrance, in program, exit -and while in field
- Ensure candidates have proficiencies related to professional and ethnical practices in the field
- Ensure candidates have proficiencies in technology and diversity-[cross cutting themes]

# Note: How to address standard 3

“Providers must address each component in the standard but are not required to make a comprehensive case about how they achieved each component **with the exception of component 3.2 . Providers must make a holistic case for how they meet the overall standard**, weaving in evidence for components as part of the summary that makes the best case for meeting the standard.” CAEP handbook-draft version, p.19

# Standard 3, Component 3.1 – Candidate Quality, Recruitment and Selectivity

- 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.

# Standard 3, Component 3.1 – Candidate Quality, Recruitment and Selectivity (Cont'd.)

- Possible Sources of Evidence for 3.1
  - Application and acceptance rates by demographics
  - Recruitment plan-could contain (phase-in allowed)
    - Clear selection factors used in the admissions process
    - Strategies that draw from diverse talent
    - Documents market demands such as employment opportunities available to completers
    - Plans for outreach and numerical goals, ways to monitor progress
    - Knowledge of academic and non-academic factors on current and future candidates
  - Year to year data collected measured against goals
  - All information disaggregated by race, ethnicity, gender and other background characteristics

# Standard 3, Component 3.2 – Candidate Quality, Recruitment and Selectivity

- **3.2** The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE
- is in the top 50 percent from 2016-2017

# Standard 3, Component 3.2 – Candidate Quality, Recruitment and Selectivity

- EPPs or providers give information about actual admissions criteria. For example: report each year
  - Cohort GPA (3.0 or above is CAEP minimum for the cohort average) AND average cohort performance on normed national tests of academic ability.
  - Data used to determine if minimum GPA is met and if candidates are in the top 50 percent on normed tests
- Definition of Cohort: average for a group of candidates admitted during a particular time period--ex: over a semester prior to their enrollment or that they begin at the same time (ex: Fall semester)



# CAEP Minima and CAEP Board Action on 3.2

- The stated CAEP minima are a GPA of 3.0 and performance on a normed test of academic achievement/ability in the top 50%. SAT, ACT, and GRE are examples of normed tests, but AP and IB results, Miller Analogies, college end-of-course assessments, and other tests may be appropriate as well.
- The CAEP board has commissioned a study to inform the Board about what should be done in implementing admissions requirements above 50% and under what timeline. Pending completion of that study and further Board action scheduled for December 2015, levels stated in the standard as the top 40% in 2018 and 2019, and the top 33% in 2020 are not being implemented.

# Standard 3, component 3.2 – Board amendment related to States

- Alternative 1: “If any state can meet the CAEP standards, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.
- Alternative 2: Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.
  - (Alt 2 explained)--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.

# Standard 3, Component 3.2 – Quality Control and Recruitment (Contd.)

- CAEP Board adopted February 13, 2015, CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard” will be approved only under special circumstances . The CAEP staff will report to the Board and the public annually on actions taken under this provision.

# Standard 3, Component 3.2 – Quality Candidate, Recruitment and Selectivity (Contd.)

- Phase-In applies:
  - Undergraduate Admission as freshmen
    - CAEP minimum criteria refers to high school GPA and “normed tests” – exemplified by ACT or SAT
  - Undergraduate Admission as juniors
    - CAEP minimum criteria should take college GPA in account and other measures of academic performance in comparison with peers
  - Graduate Admission
    - CAEP minimum criteria references college GPA and normed test such as GRE, MAT or others
- EPPs could conduct a case study on alternatives

# Standard 3, Component 3.3 -- Quality Candidate, Recruitment and Selectivity

- **3.3** Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

# Standard 3, Component 3.3 – – Quality Candidate, Recruitment and Selectivity (Contd.)

- Phase-In Applies
  - Indicates non-academic factors used at admission & during preparation (e.g., grit, communications, ability to motivate, focus, leadership, perseverance, writing, dialogue, questioning, self-assessment and reflection)
  - Plan to monitor performance and subsequent teaching through case study
    - EPP knowledge of relevant literature about selected factors and /or quantitative investigation of predictive validity

# Standard 3, Component 3.4 – Quality Control and Recruitment

- **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.

# Standard 3, component 3.4 – – Quality Candidate, Recruitment and Selectivity (Phase-In Applies)

- Candidate progress is measured at two or more points during preparation
  - Includes decision points on candidate retention, assessments, EPP interventions with results and EPP explanation for actions taken
- From Standard 1(1.1, 1.3, 1.4, & 1.5) (note: self-study reports need not repeat what EPPs have already written on these items for Standard 1--can just refer back to what was written from Standard 1)
  - Ability to teach to college- and career-ready standards
  - Content knowledge & Pedagogical content knowledge
  - Pedagogical skills
  - Integration of technology
  - Assessments that monitor candidate proficiencies, including impact on student learning at various points
- Can highlight at least two intermediate data points during preparation



# Standard 3, component 3.5 – – Quality Candidate, Recruitment and Selectivity

- **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.
- Possible Sources of Evidence
  - Cross-reference to relevant evidence provided in Standard 1.1 & 1.3
    - Use disaggregated data for specialty licensure areas
    - Use SPA reports (if applicable)
    - Use Program Review with Feedback (if applicable)
  - Use culminating clinical exams such as edTPA and ETS PPAT could be considered exit measures-if applicable

# Standard 3, Component 3.6 – Quality Control and Recruitment (Phase-In Applies)

- **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.
- Possible sources of Evidence:
  - EPP measures of topic knowledge based on course materials
  - Evidence from Standard 1 specifically aligned with the content of the component
  - Evidence of Specialized training, etc.
  - Knowledge of local and national laws related to the profession

# Next Step

Engaged feedback is vital to CAEP. You will have an opportunity to complete a survey at the end of the conference. Surveys will be sent via email on Friday, April 10. We encourage your participation. Thank you.