

Summary of Changes in Standards for Advanced Programs CAEP Board Action – June 10, 2016

The CAEP Board of Directors adopted revised Standards for Advanced Programs effective July 1, 2016. The Standards are summarized below along with the scope of the advanced programs to be reviewed by CAEP and procedural changes in the process. If you have any questions, reach out to Stevie Chepko, Senior Vice President of Accreditation at stevie.chepko@caepnet.org. The final version of CAEP Standards for Advanced Programs can be found on the website:

caepnet.org/standards/standards-advanced-programs

Overall changes to the document.

The Standards for Advanced Programs are now labeled using the capital letter A (for “Advanced”) and the standard number followed by the component number (e.g., A.1.1) to provide differentiation from the CAEP Standards for Initial Preparation Programs. Any changes in language for standards or components are in purple typeface.

Summary of Changes for Standard 1:

- Only two components are listed under Standard 1, compared to five components for Initial Preparation standards.
- Focus of component A.1.1 is now on specific candidate outcomes.
- Parallel components of 1.2, 1.3, and 1.5 of the initial standards have been eliminated from the Standards for Advanced Programs and the numbering has been updated to reflect this change.

Standard A.1 - *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 all P-12 students toward attainment of college- and career-readiness standards.*

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 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 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.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Professional Responsibilities:

A.1.2 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 (NBPTS), and standards of other accrediting bodies [e.g., National Association of Schools of Music (NASM)].

Summary of Changes for Standard 2:

- Parallel component of 2.2 of the initial preparation standards has been eliminated from the Standards for Advanced Programs.
- Definition of clinical experiences allowed for Advanced Level programs has been expanded to allow additional flexibility.

Standard A.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 appropriate for their professional specialty field.*

Partnerships for Clinical Preparation

A.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.

Clinical Experiences

A.2.2 The provider works with partners to design varied and developmental clinical settings 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 A.1.1.

[NOTE: list repeated here for clarity from A.1.1.]

- 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 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.

Summary of Changes for Standard 3:

- No reference to recruitment in Standard 3.
- No reference to Standard 4 since components 4.1 and 4.2 are eliminated at the Advanced level.
- Parallel components of 3.3 and 3.6 of the Initial Preparation Standards have been eliminated from the Standards for Advanced Programs.

Standard A.3 *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.*

Admission of Diverse Candidates who Meet Employment Needs

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.

Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

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.

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, 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. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

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.

Selectivity during Preparation

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

Selection at Completion

A.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.

Summary of Changes for Standard 4:

- Parallel components of 4.1 and 4.2 of the Initial Preparation standards have been eliminated from the Standards for Advanced Programs.
- No direct reference to P-12 learning.

Standard A. 4 - *The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.*

Satisfaction of Employers

A.4.1. The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

Satisfaction of Completers

A.4.2 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.

Summary of Changes for Standard 5:

- No specific changes to Standard 5. Please read note below specific to EPPs with both initial and advanced level programs.
- CAEP is accrediting an EPP, and an EPP should only be required to respond to Standard 5 once – NOT separately for initial and for advanced preparation. That is:
 - When it demonstrates its quality assurance system (for component 5.1), its documentation would include measures used in advanced preparation along with other multiple measures used in initial preparation.
 - When it documents the quality of its data (for component 5.2), it would include measures used in advanced preparation.
 - When it documents continuous improvement efforts (for component 5.3), its self-study report would include measures and their use in continuous improvement for advanced preparation programs.
 - When the EPP documents stakeholder involvement (for component 5.5), information on advanced preparation is included along with that on initial preparation.
 - If an EPP conducts advanced preparation programs only, then it would document 5.1, 5.2, 5.3, 5.4, and 5.5 for those programs alone.

Standard A. 5 – *The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completer' 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.*

Quality and Strategic Evaluation

A.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.

A.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.

Continuous Improvement

A.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.

A.5.4 Measures of advanced program completer outcomes, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. **Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.**

A.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.

Glossary changes based on changes in the Standards for Advanced Programs:

Candidate: The term "candidate" refers to individuals **enrolled in advanced programs.**

Professional specialties: An inclusive term referring to any advanced preparation program (graduate degree, certificate, endorsement, etc.) offered by an EPP specific to P-12 schools and/or other school professionals.