



Council for the
Accreditation of
Educator Preparation

Nebraska EPPs

Standard 1: Initial & Advanced Levels

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Standard 1 Bucket

- **Component 1.1 – Content and Pedagogical Knowledge**
 - Four categories of InTASC Model Teaching Standards
 - Learner and learning
 - » Internship/student teaching observation instrument
 - » Grades from required classes specific to development
 - » Work Sample
 - » edTPA or PPAT
 - » State licensure tests
 - Content Knowledge
 - » Grades
 - » State licensure test
 - » Application of knowledge from observation instrument(s), work samples, unit plans, etc

Component 1.1 (cont.)

- Instructional Practice
 - Clinical observation instrument
 - Work Sample
 - Any impact on student learning measures
 - Assessment assignments with scoring guides
 - Lesson and unit plans
- Professional responsibilities
 - Any disposition measures
 - Any professional participation requirements
 - Faculty meetings
 - Professional development
 - Memberships in professional associations

Everything placed in Bucket for Component 1.1

- Ask - have we addressed the standard completely with multiple data points?
- Even if you just have one data point for each of the four InTASC principles – you have provided multiple data points
 - Only the items specific to component 1.1 are cited as evidence
 - All evidence is linked directly to standard/component by specifically tagging that item
 - For Standard 1, some items may provide evidence for other components

Bucket for Component 1.2 – Research and Evidence

- Evidence specific to candidates' use of research and evidence
 - Work sample
 - Lesson or unit plans
 - Clinical observation instruments
 - Others?

Bucket for 1.3 – Application of Content and Pedagogical Knowledge

- Evidence specific to application of content knowledge
 - Evidence includes SPA reports or state review of program specific data
 - States can add specific requirements to this component
 - For example, specific list of required courses
 - Make sure the evidence is congruent with the “application” of Content and Pedagogical Knowledge

Bucket for 1.4 – College and Career Readiness

- Evidence specific to college and career readiness
 - Plans, assignments, or observational data demonstrate candidates' skills for –
 - Deep content knowledge
 - Eliciting P-12 student application of their knowledge to solve problems and think critically
 - Cross-discipline teaching
 - Differentiation of instruction
 - Ability to identify and interpret assessments to match P-12 college and career readiness goals/objectives
 - What goes in this bucket?
 - What would be in the plan for addressing 1.4?

Bucket for 1.5 – Model and Apply Technology

- Evidence specific to technology
 - Accessing data bases, digital media, and tools to improve learning
 - Knowing why and how to aid student access and evaluation of digital content
 - Ability to design and facilitate digital learning
 - Using social networks as a resource
 - Using digital networks to report and track student learning
- What do you have for this bucket?

General Rules for Standard 1

- All data must be disaggregated by specialty licensure area for Standard 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.*
- Cycles of data must be sequential and be the latest available.
- EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
- All components must be addressed in the self study.
- Evidence from Standard 1 is cited in support of continuous improvement and part of an overall system of review (Standard 5).
- There are no required components for Standard 1.

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

- All general rules for the Standard are met.
- All four of the InTASC categories are addressed with multiple indicators across the four categories.
- The InTASC category of Instructional Practice is addressed from clinical experiences.
- Multiple indicators/measures specific to application of content knowledge in clinical settings are identified with performance at or above the acceptable level on rubric indicators.
- Analysis of data/evidence includes identification of trends/patterns, comparisons, and/or differences.
- Data/evidences supports interpretations and conclusions.
- Class average at or above acceptable levels on the EPP scoring guide indicators specific to the four categories of InTASC Standards.
- If applicable, providers demonstrate that candidate performance is comparable to non-candidate performance in the same courses or majors.
- Specialty licensure area performance indicates competency and is benchmarked against the average licensure area performance of other providers (comparisons are made with scaled scores and/or state/national data when available).

Component 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.

- All general rules for Standard 1 are met.
- Data/evidence document effective candidate use of research and evidence for planning, implementing, and evaluating P-12 students' progress, with performance at or above acceptable level on rubric indicators.
- Data/evidence document effective candidate use of data to reflect on teaching effectiveness and their own professional practice with performance at or above the acceptable level on rubric indicators.
- Data/evidence document effective candidate use of data to assess P-12 student progress and to modify instruction based on student data (data literacy), with performance at or above acceptable level on rubric indicators.

Component 1.3: Providers ensure that candidates apply content and pedagogical knowledge 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).

- All general rules for Standard 1 are met.
- The provider presents at least one source of evidence that candidates apply content and pedagogical knowledge at specialty licensure area levels (SPA or state reports, disaggregated specialty licensure area data, NBCT actions, etc.).
- A majority (51% or above) of SPA program reports have achieved National Recognition.
- **OR** documentation is provided on periodic state review of program level outcome data.
- Answers specific to specialty licensure area questions are complete and supported by an analysis and accurate interpretation of specialty licensure area data.
- The providers makes comparisons and identifies trends across specialty licensure areas based on data.
- Assessments submitted for the Program Review with Feedback option are at the minimal level of sufficiency.

Component 1.4: Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

- All general rules for Standard 1 are met.
- Multiple indicators/measures specific to evaluating proficiencies for college- and career- readiness are scored at or above the EPP scoring guide indicators at the minimal level of sufficiency (acceptable level):
 - candidates' ability to provide effective instruction for all students (differentiation of instruction).
 - candidates' ability to have students apply knowledge to solve problems and think critically.
 - candidates' ability to include cross-discipline learning experiences and to teach for transfer of skills.
 - candidates' ability to design and implement learning experiences that require collaboration and communication skills.

Component 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.

- All general rules for Standard 1 are met.
- Exiting candidates model and apply technology standards (e.g., ISTE) in coursework and clinical experiences.
- Candidates demonstrate knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources with performance at or above the acceptable level on rubric indicators.
- Candidates demonstrate the ability to design and facilitate digital learning with performance at or above the acceptable level on rubric indicators.
- Candidates demonstrate the ability to track and share student performance data digitally with performance at or above the acceptable level on rubric indicators.

Advanced Level Programs

Standard A.1 – General Rules

- 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.
- EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
- The self study is written around the key concepts in Standard 1, and components must be addressed as part of the documentation.
- Information about the quality of each piece of evidence used in the self-study documentation is tagged to Standard 1 so that it will be accessible to reviewers.
- There are no required components for Standard 1.

Component A.1.1

- **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 P-12 are enhanced, through:*
 - *Application of data literacy;*
 - *Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;*
 - *Use 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;*
 - *Application of appropriate 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.*

Minimal Level of Sufficiency – A.1.1

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

Component A.1.2 – Content Knowledge

- **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, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].*

Minimal Level of Sufficiency – A.1.2

- All general rules for Standard 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 have achieved National Recognition.
- **OR** documentation is provided on periodic state review of program level outcome data.
- Answers specific top specialty area questions are complete and supported by an analysis and accurate interpretation of specialty area data.
- The provider makes comparisons and identifies trends across specialty areas based on data.
- Assessments submitted for advanced preparation fields under the Program Review with Feedback option are at the minimal level of sufficiency.

Standard 3 - Initial

- **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. This process is ultimately determined by a program's meeting of Standard 4.
- **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 American's P-12 students. The provider demonstrate efforts to now and address community, state, national, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English- language learning, and students with disabilities.*

Component 3.1 – Minimal Level of Sufficiency 3.1

- All general rules for the Standard 3 are met.
- Recruitment plan, based on mission, with baseline points and goals (including academic ability, diversity, and employment needs) for five years
- Disaggregated data on applicants, those admitted, and enrolled candidates by relevant demographics including race/ethnicity, SES, and/or sex
- Recruitment results are recorded, monitored, and used in planning and modification of recruitment strategies
- Knowledge of and action that addresses employment opportunities in schools, districts, and/or regions where completers are likely to seek employment
- STEM and ELL, special education, and hard-to-staff school needs are explicitly addressed in analysis of shortage areas
- The recruitment plan and its implementation have moved the provider toward the goal of greater candidate diversity and academic achievement.
- Evidence that the provider monitors the influence of employment opportunities on enrollment patterns.

Standard 3 – Component 3.2

- **3.2 Required Component** - *The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrollment candidates whose 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 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.*

Minimal Level of Sufficiency – 3.2

- All general rules for Standard 3 are met.
- All data/evidence is disaggregated by specialty licensure area, as well as aggregated.
- The average score of each admitted cohort meets CAEP minima: GPA of 3.0 **and** performance on a nationally normed test of academic achievement in the top 50%.
- **OR** similar average cohort performance using a state normed test, corresponding with a national normed test, of academic achievement in the top 50%.
- **OR** EPP has a reliable, valid model in which the use of admission criteria results in a positive correlation with academic achievement or positive impact on P-12 students.

Standard A. 3. - Component A.3.2

- *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.*
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- *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.*

Standard A.3 – A.3.2

- **The provider includes the following documented evidence:**
 - All general rules for the Standard 3 are met.
 - Plans for admitted candidate pool provide base points and annual monitoring (including academic ability, diversity, and employment needs)
 - Disaggregated data provided on enrolled candidates by relevant demographics including race/ethnicity, SES, and/or sex
 - Knowledge of and action that addresses employment opportunities in schools, districts, and/or regions where completers are likely to seek employment
 - The EPP's admission goals and reported progress from the base point have moved the provider toward greater candidate diversity and academic achievement.
 - Evidence that the provider monitors the influence of employment opportunities on enrollment patterns.

Component 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.*

Component 3.3 Rubric

- All general rules for the Standard 3 are met.
- The provider documents evidence of established non-academic criteria used during admissions.
- The provider's rationale for established non-academic criteria makes an evidence-based case (existing literature or provider investigations) for the selection and implementation.
- The EPP monitors candidate progress on established non-academic criteria at multiple points and takes appropriate actions based on results.
- The provider associates/correlates non-academic criteria with candidate and completer performance.

A.3.3 Component

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

A.3.3 Rubric

- All general rules for the Standard 3 are met.
- 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

- 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.*

Rubric for 3.4

- All general rules for the Standard 3 are met.
- The provider documents two or more measures/gateways of candidate progression (from key decision points).
- The provider presents explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation.
- **Or** evidence of developing proficiencies of candidates at two or more measures/gateways of candidate progression (from key decision points) in:
 - Ability to teach to college- and career-ready standards
 - Content knowledge
 - Pedagogical content knowledge;
 - Pedagogical skills
 - Integration of use of technology
- Results and stated candidate progressions criteria align with evidence of actions taken such as the following:
 - Changes in curriculum or clinical experiences
 - Providing interventions
 - Counseling outs.

Component A.3.4

- 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.

Rubric 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.

Component 3.5

- 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.*

Rubric 3.5

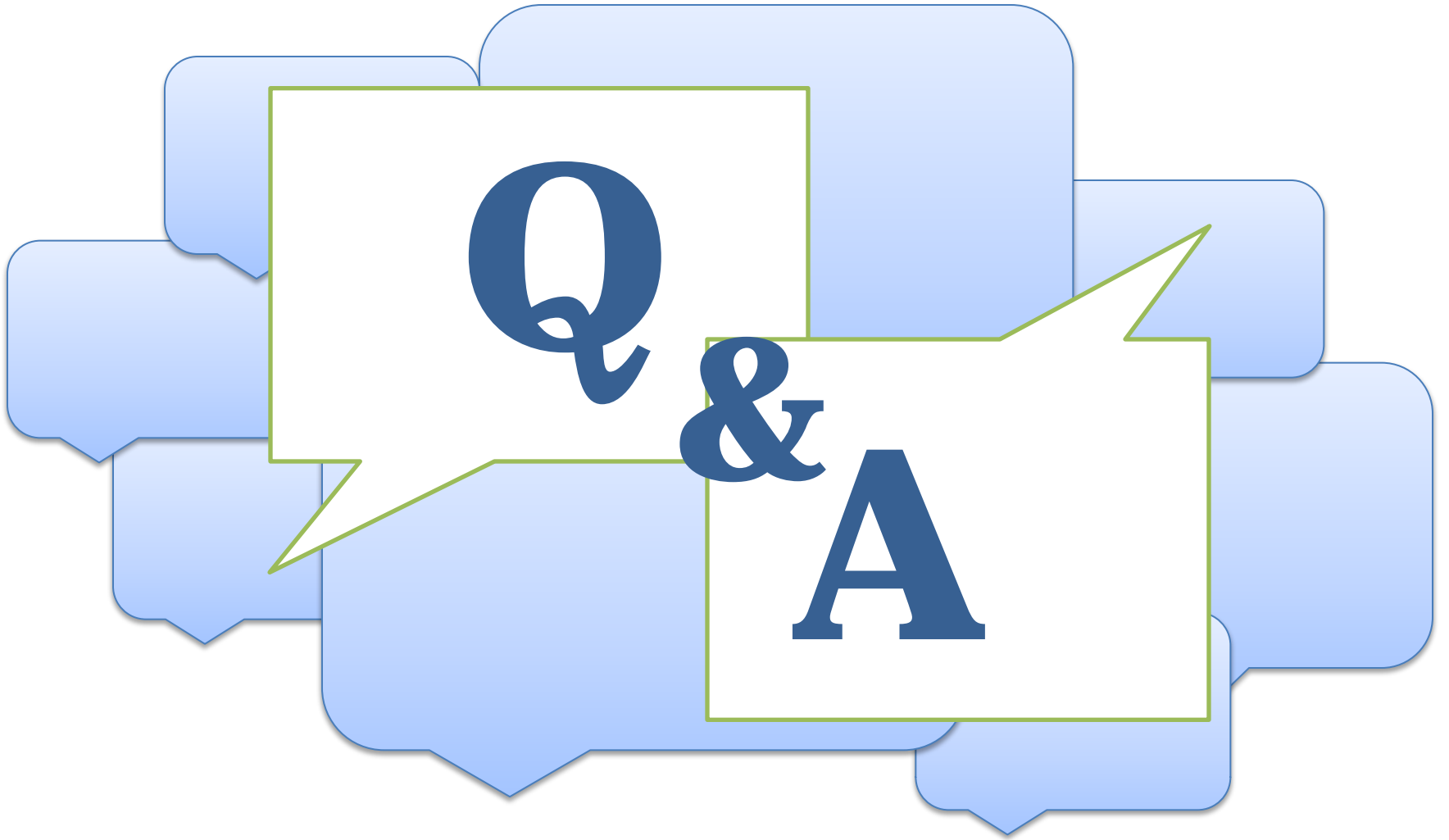
- Evidence documents effective teaching, including positive impacts on P-12 student learning and development for all candidates as noted in Standard 1.

Component 3.6

- 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.*

Rubric 3.6

- All general rules for the Standard 3 are met.
- Evidence documents candidates' understanding of codes of ethics and professional standards of practice.
- Evidence documents candidates' knowledge of relevant laws and policies (e.g., 504 disability provisions, education regulations, bullying, etc.).



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