

Table 2. Title II Required Program Performance Measures and the 2020 Key Effectiveness Indicators

KEI Program Effectiveness Indicators	Corresponding Title II Indicators and Measures	Comparative KEI Measures
Candidate Selection Profile		
Academic Strength	Institutional requirements for program admission and completion, which could include (at state and institutional discretion) any or all of the following: (1) minimum and/or mean GPA overall or in content or professional education courses upon entry/exit; (2) minimum required ACT/SAT scores; (3) minimum required score on a basic skills test; (4) subject knowledge exam or other verification upon entry/exit; (5) minimum required course credits for program entry/exit	<p><u>For Undergraduate Programs:</u> Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for-candidates admitted as freshmen. Mean and tercile distribution of candidates' SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers' GPA in their major at the university, by cohort.</p> <p><u>For Post-Baccalaureate Programs:</u> Mean and range of candidates' college GPA percentile and mean and tercile distribution of GRE scores</p> <p><u>For All Programs:</u> Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning skills</p>
Teaching Promise	NA	Percent of accepted program candidates whose score on a rigorous and validated "fitness for teaching" assessment demonstrates a strong promise for teaching
Candidate/Completer Diversity	Number of enrolled candidates – in total and by gender and race/ethnicity	<ul style="list-style-type: none"> • Number and percent of admitted candidates in newest cohort, overall and by race/ethnicity, age, and gender • Number and percent of admitted candidates in graduating cohort completing program – overall and by race/ethnicity, age, and gender
Other Title II-Requested Data	Whether finger print and background check are required for program entry and exit	NA
Knowledge and Skills for Teaching		
Content Knowledge	Number of test takers, pass rate, and average scale score for completers compared to state averages on content area licensure exam	Program completer mean score, tercile distribution, and pass rates on rigorous and validated nationally normed assessment of college-level content knowledge used for initial licensure
Pedagogical Content Knowledge	NA	Program completer mean score, tercile distribution, and pass rates on rigorous and validated nationally normed assessment of comprehensive pedagogical content knowledge used for initial licensure
Teaching Skill	NA	Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of demonstrated teaching skill used for initial licensure

Table 2. Title II Required Program Performance Measures and the 2020 Key Effectiveness Indicators (cont.)

KEI Program Effectiveness Indicators	Corresponding Title II Indicators and Measures	Comparative KEI Measures
Knowledge and Skills for Teaching – cont.		
Completer Rating of Program	NA	State or nationally developed program completer survey of teaching preparedness and program quality, by cohort, upon program (including alternate route) completion and at end of first year of full-time teaching
Other Title II-Requested Data	<ul style="list-style-type: none"> • Average number of required hours for student teaching and other clinical experiences and number of full-time and adjunct faculty assigned to these • Confirmation special education teachers are prepared in core academic subjects • Confirmation candidates are taught to use technology effectively in instruction 	NA
Performance as Teachers of Record		
Impact on K-12 Students	NA	Assessment of program completers or alternate route candidates during their first three years of full-time teaching using valid and rigorous student-learning driven measures, including value-added and other statewide comparative evidence of K-12 student growth overall and in low-income and low-performing schools
Demonstrated Teaching Skill	NA	Annual assessment based on observations of program completers' or alternate route candidates' first three years of full-time classroom teaching, using valid, reliable, and rigorous statewide instruments and protocols
K-12 Student Perceptions	NA	K-12 student surveys about completers' or alternate route candidates' teaching practice during first three years of full-time teaching, using valid and reliable statewide instruments
Program Productivity, Alignment to State Needs		
Entry and Persistence in Teaching	NA	<ul style="list-style-type: none"> • Percent of completers or alt. route candidates, by cohort and gender-race-ethnicity, employed and persisting in teaching years 1-5 after program completion or initial alternate route placement, in-state and out-of-state • Percent of completers attaining a second stage teaching license in states with multi-tiered licensure

Table 2. Title II Required Program Performance Measures and the 2020 Key Effectiveness Indicators (cont.)		
KEI Program Effectiveness Indicators	Corresponding Title II Indicators and Measures	Comparative KEI Measures
Program Productivity, Alignment to State Needs – cont.		
Placement/Persistence in High-Need Subjects/Schools	NA	Number and percent of completers or alternate route candidates, by cohort, employed and persisting in teaching in low-performing, low-income, or remote rural schools or in high need subjects years 1-5 after program completion or initial alternate route placement, in-state and out-of-state
Other Title II-Requested Data	<ul style="list-style-type: none"> • Number of program completers prepared in each credential area • Confirmation whether program responds to identified state or district teacher needs • Confirmation whether program prepares completers to teach to a diverse student population, and in urban or rural schools • Confirmation whether institution met annual goals for teacher production in shortage areas 	NA

Table 3. CAEP Annual Program Reporting Requirements and the 2020 Key Effectiveness Indicators

KEI Program Effectiveness Indicators	Corresponding CAEP Indicators and Measures	Comparative KEI Measures
Candidate Selection Profile		
Academic Strength	<p>Standards Measures not annually reported</p> <ul style="list-style-type: none"> • Average college GPA of entering cohort equals or exceeds 3.0 • Average college GPA of entering cohort in subject major compared to other students in major • Average percentile rank of entering cohort on SAT, ACT, GRE, or other nationally normed assessment of academic strength (e.g., AP or IB) is in the top 1/3 of all test takers nationally (by 2020) 	<p><u>For Undergraduate Programs:</u> Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for candidates admitted as freshmen. Mean and tercile distribution of candidates' SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers' GPA in their major at the university, by cohort.</p> <p><u>For Post-Baccalaureate Programs:</u> Mean and range of candidates' college GPA percentile and mean and tercile distribution of GRE scores</p> <p><u>For All Programs:</u> Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning skills</p>
Teaching Promise	<p>Providers expected to use factors other than academic strength in selection decisions. No specific assessment or metric identified. (Standards Measure not annually reported)</p>	<p>Percent of accepted program candidates whose score on a rigorous and validated "fitness for teaching" assessment demonstrates a strong promise for teaching</p>
Candidate/Completer Diversity	<p>Providers expected to seek a diverse candidate pool, but no specific benchmark or metric provided [Standards Measure not annually reported]</p>	<ul style="list-style-type: none"> • Number and percent of admitted candidates in newest cohort, overall and by race/ethnicity, age, and gender • Number and percent of admitted candidates in graduating cohort completing program – overall and by race/ethnicity, age, and gender
Knowledge and Skills for Teaching		
Content Knowledge	<p>Pass rate (80% benchmark) and average scaled score on state licensure examination (two tries) with common cut score across states [Annual Reporting Measure]</p>	<p>Program completer mean score, tercile distribution, and pass rates on rigorous and validated nationally normed assessment of college-level content knowledge used for initial licensure</p>
Pedagogical Content Knowledge	<p>Pass rate (80% benchmark) and average scaled score on state licensure examination [2 tries] with common cut score across states [Annual Reporting Measure]</p>	<p>Program completer mean score, tercile distribution, and pass rates on rigorous and validated nationally normed assessment of comprehensive pedagogical content knowledge used for initial licensure</p>
Teaching Skill	<p>Standardized capstone assessments of teaching skill [Standards Measure not annually reported]</p>	<p>Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of demonstrated teaching skill used for initial licensure</p>
Completer Rating of Program	<p>Valid, reliable survey data showing that program completers perceive their preparation as effective and relevant (Annual Reporting Measure)</p>	<p>State- or nationally-developed program completer survey of teaching preparedness and program quality, by cohort, upon program (including alternate route) completion and at end of first year of full-time teaching</p>

Table 3. CAEP Annual Program Reporting Requirements and the 2020 Key Effectiveness Indicators (cont.)

KEI Program Effectiveness Indicators	Corresponding CAEP Indicators and Measures	Comparative KEI Measures
Performance as Teachers of Record		
Impact on K-12 Students	Any available growth measures required by the state (including value-added measures, student-growth percentiles, and student learning and development objectives), other state-supported P-12 impact measures, and any other measures used by the provider [Annual Reporting Measure]	Assessment of program completers or alternate route candidates during their first three years of full-time teaching using valid and rigorous student-learning driven measures, including value-added and other statewide comparative evidence of K-12 student growth overall and in low-income and low-performing schools
Demonstrated Teaching Skill	Annual Reporting Measures: <ul style="list-style-type: none"> • To be demonstrated through structured and validated observation instruments • Employer satisfaction with completers' preparation for their assigned responsibilities 	Annual assessment based on observations of program completers' or alternate route candidates' first three years of full-time classroom teaching, using valid, reliable, and rigorous statewide instruments and protocols
K-12 Student Perceptions	To be demonstrated through K-12 student surveys (Annual Reporting Measure)	K-12 student surveys about completers' or alternate route candidates' teaching practice during first three years of full-time teaching, using valid and reliable statewide instruments
Program Productivity, Alignment to State Needs		
Entry and Persistence in Teaching	Ability of completers to be hired in positions for which they were prepared [Annual Reporting Measure]	<ul style="list-style-type: none"> • Percent of completers or alt. route candidates, by cohort and gender-race-ethnicity, employed and persisting in teaching years 1-5 after program completion or initial alternate route placement, in-state and out-of-state • Percent of completers attaining a second stage teaching license in states with multi-tiered licensure
Placement/Persistence in High-Need Subjects/Schools	NA	Number and percent of completers or alt. route candidates, by cohort, employed and persisting in teaching in low-performing, low-income, or remote rural schools or in high need subjects years 1-5 after program completion or initial alternate route placement, in-state and out-of-state
Other CAEP-Requested Data	<ul style="list-style-type: none"> ▪ Graduation rate [Annual Reporting Measure] ▪ Student loan default rate and other consumer information [Annual Reporting Measure] 	NA