

COMMON STANDARDS FOR EDUCATOR PREPARATION

1. Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools.
2. Data drive decisions about candidates and programs.
3. Resources and practices support candidate learning.

The Council for the Accreditation of Educator Preparation (CAEP) will ensure that programs prepare future teachers to know the content of the subject(s) they will teach, know how to teach that content effectively to students from diverse groups and demonstrate their positive impact on P-12 student learning in diverse school settings. CAEP will ensure that other school professionals have the knowledge and skills to support the academic and social development of all students. CAEP will ensure that programs collect, analyze and use evidence of candidate learning to improve the preparation program. CAEP will ensure that programs have the capacity, resources and practices to support candidate learning. These Common Standards for Educator Preparation serve as a framework for the standards, processes and procedures of each Commission in CAEP.

1. CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS FOR EFFECTIVE WORK IN SCHOOLS.

Teacher candidates and completers:

- know subject matter (including pedagogical content knowledge) and pedagogy.
- teach students in schools effectively and demonstrate their impact on P-12 student learning.
- nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn.
- use technology **to enhance** their teaching, classroom management, communications with families and assessment of student learning.
- work collaboratively with the community and other school personnel to support student learning.
- engage in ongoing learning that improves practice.

Other school professionals:

- know the professional knowledge for their field (e.g., educational leadership or school psychology).
- work effectively with P-12 students, their families and their teachers to support learning and demonstrate the impact of that support on student learning.
- nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn.
- use technology effectively in their job role to support student learning.
- engage in ongoing **learning that improves practice**.

2. DATA DRIVE DECISIONS ABOUT CANDIDATES AND PROGRAMS.

- Decisions are based on evidence from multiple measures of candidates' learning, completers' performance in the schools and school and community conditions and needs.
- The unit has a system for routine self-assessment based on a coherent logic that connects the program's aims, content, experiences and assessments.
- The reliability and validity of each assessment measure are known and adequate, and the unit reviews and revises assessments and data sources regularly and systematically.
- The unit uses data for program improvement and disaggregates the evidence for discrete program options or certification areas.

3. RESOURCES AND PRACTICES SUPPORT CANDIDATE LEARNING.

- **Curricula and other program components meet state and/or national standards.**
- Field experiences and clinical practice, offered in collaboration with P-12 schools, support candidate development as effective educators.
- Programs provide opportunities for candidates to work with diverse P-12 students and teachers, faculty and other candidates.
- Full-time and part-time faculty members are qualified individually and in aggregate, for academic and/or clinical teaching.
- Support services for candidates/completers are sufficient and equitable.
- Facilities are appropriate and adequate to support candidate learning.
- Administrative structures and financial resources support candidate learning and show parity at the institution.
- Admissions and mentoring policies encourage the recruitment and retention of high quality candidates.
- Provision exists for candidates/completers to voice concerns.
- Policies and practices (academic calendar, grading policy, program requirements, outcome data, etc.) are transparent and consistent.

The following table, which is still being fine-tuned demonstrates how the work of each Commission currently aligns with each of these standards and their subcomponents: