

STANDARD A.1

CONTENT AND PEDAGOGICAL KNOWLEDGE

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Update to Advanced Handbook

Version 1.1: Updated March 2018 Effective for self-study reports reviewed during site visits in **fall 2019** and beyond



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What are advanced Programs?

Advanced-level programs are defined by CAEP as educator preparation programs at the postbaccalaureate or graduate levels leading to licensure, certification, or endorsement. These programs are designed to develop P-12 teachers who have already completed an initial Version 1.1 | March 2018 | 6 preparation program, currently licensed administrators, other certificated (or similar state language¹) school professionals for employment in P-12 schools/districts.

What are add-on Programs?

defined as programs designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s), and for programs that lead to licensure, but for which the licensing authority (e.g., state or country) does not require completion of an internship for eligibility. These programs do not lead to a degree, but may lead to a certificate.

Add-on programs continued

- Add-on programs require a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P-12 setting. They are reviewed under CAEP Standard A.1, component A.1.1, and require the EPP to submit evidence of candidate content knowledge documented by state licensure test scores and other proficiency measures.

Session Overview

- This session will focus on the key language and intent of CAEP Standard A.1 and its components.
- Content will reference the evidence sufficiency criteria.
- The CAEP Standards for Initial-Level Programs are **not** covered in this presentation.
 - Please attend the session dedicated to those standards or access the presentation materials for guidance.

Evidence Sufficiency Rules for Standard A.1

General Rules

- Key concepts in standard and components are addressed
- At least **three** cycles of data that are sequential and most recent available
- Results disaggregated by specialty field area (when appropriate)
 - Also for main and additional campuses, on site and online programs (if applicable)
- Data/evidence analysis includes discussion of trends/patterns, comparisons, and/or differences.
- The majority of programs meet the standards of the selected program review option(s)
- EPP-created assessments meet CAEP's assessment sufficiency criteria

Evidence Sufficiency Rules for Standard A.1

Special Rules

- There are no required components for Standard A.1
- What is a required component?

EVIDENCE SUFFICIENCY: RESOURCES

CONSULT:

- Evidence Sufficiency Criteria
 - Evaluation Criteria for Self-Study Evidence - Standard A.1
 - [CAEP Guidelines for Plans](#) for phase-in plan content
 - SSR submitted through academic year 2018/2019 can include plans for Component A.1.1
 - 2019-2020 SSRs can present plan with progress data for Component A.1.1
 - Site visits in F22 and beyond are not eligible for phase-in
- Assessment Sufficiency Criteria
 - [CAEP Evaluation Framework for EPP-Created Assessments](#)

APPENDIX B: Phase-In Schedule for Advanced-Level Programs p 66

APPENDIX C: Guidelines for Plans, advanced-level preparation p. 68

STANDARD A.1: CONTENT AND PEDAGOGICAL KNOWLEDGE

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.**

COMPONENT A.1.1: KEY LANGUAGE

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;

Consider: What evidence do you have that would demonstrate proficiencies in the specialty content and general skills referenced in Component A.1.1 for a specialization?

EVIDENCE SUFFICIENCY CRITERIA, A.1.1

SUFFICIENT EVIDENCE

- Demonstrates that most candidates pass state/nationally-benchmarked content/licensure exams
- Addresses all of the professional skills listed in the component
 - Documents proficiency for at least three of the skills for each specialty field
 - Utilizes multiple measures to assess each proficiency
 - Utilizes measures that meet criteria in CAEP Evaluation Framework for EPP-Created Assessments
 - Phase-In Plans for Component A.1.1 meet the criteria for the CAEP Guidelines for Plans and are consistent with the Phase-In Schedule.

COMPONENT A.1.2: KEY LANGUAGE

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)].

Consider: What evidence do you have that would demonstrate that the program provides candidates the opportunity to both learn and apply content knowledge and skills that are emphasized in professional standards for the specialty area?

EVIDENCE SUFFICIENCY CRITERIA, A.1.2

SUFFICIENT EVIDENCE

- Documents that the majority of programs meet the standards of the selected program review option(s)
 - A majority submitted for SPA Review achieved National Recognition
 - State Review reports document how well individual programs perform in relation to the state's selected standards and that the majority meet the standards
 - Program Review with Feedback results show that the national standards are met for the majority of programs
- Includes a discussion of performance trends and compares across specialty areas.
- Component A.1.2 is not eligible for Phase-in Plan submission

Cross-Cutting Themes of Diversity and Technology

- Places in which the cross-cutting themes of diversity and technology must be explicitly addressed through evidence are **identified by the following icons** in the CAEP Evidence Table.

-  = diversity

and

-  = technology

Themes of Diversity and Technology

Diversity

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- Candidates use their professional specialty practices “flexibility to advance the learning of P-12 students toward attainment of college- and career-readiness standards” to enhance “learning and development opportunities” for students.
- Candidates use “data analysis and evidence to develop supportive school environments.”

Technology

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- Candidates apply technology appropriate to their field of specialization.

