

# STANDARD 3

Candidate Quality, Recruitment, and Selectivity

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# Session Overview

- CAEP Initial Standard 3. Including suggested evidence, evidence sufficiency criteria, and additional CAEP resources available.
- Content will reference the evidence sufficiency criteria, handout.
- The Advanced Standards 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 3

## General Rules

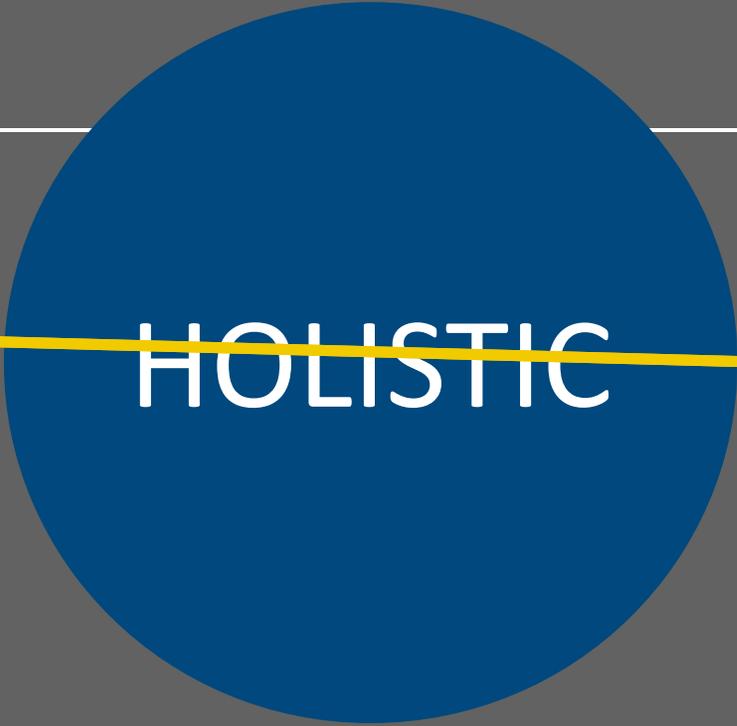
- All components addressed
- EPP-Created Assessments at CAEP level of sufficiency
- At least 3-cycles of data
- Cycles of data are sequential
- Disaggregated data on candidates, for main/branch campuses

## Special Rules

- Meeting component 3.2 is required in order to meet Standard 3

# KEY IDEAS IN THE 2018 Handbook

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HOLISTIC

# EVIDENCE SUFFICIENCY: RESOURCES

## CONSULT:

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- Assessment Sufficiency Criteria
  - [CAEP Evaluation Framework for EPP-Created Assessments](#)
- Evidence Sufficiency Criteria
  - Evaluation Criteria for Self-Study Evidence - Standard 3
  - [CAEP Guidelines for Plans](#) for phase-in plan content

## Standard 3. Candidate Quality 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.

# Standard 3 has 6 components

## Component 3.1 – Key Language

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 America’s P-12 students**. The provider demonstrates efforts to **know and address** community, state, national, regional, or local **needs for hard-to-staff schools and shortage fields**, currently, STEM, English-language learning, and students with disabilities.

*Consider: What recruitment evidence (plans and goals) do I have that demonstrates attracting diverse candidates to meet identified needs?*

# Evidence Sufficiency Criteria, 3.1

## PLAN/GOALS TO RECRUIT/SUPPORT HIGH-QUALITY CANDIDATES

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- Recruitment plan with base points and goals; including academic ability, diversity, and employment needs
  - Data on applicants, admitted, and enrolled candidates are disaggregated by relevant demographics
  - Evidence that results are recorded, monitored, and used in planning and modification of recruitment strategies
  - Plan and demonstrates knowledge of and addresses employment opportunities in schools, districts, and/or regions

## Sample AFIs related to 3.1 from recent CAEP visits

- 3: There is no formal plan to recruit high-quality candidates from a broad range of backgrounds and diverse populations
- 3: The EPP did not provide explicit criteria for admission to the unit.

## Component 3.2 – Key Language

The **provider meets CAEP minimum criteria** or the **state's minimum criteria** for academic achievement, whichever are higher, and presents **disaggregated data on the enrolled candidates** whose preparation begins during an academic year.

# Evidence Sufficiency Criteria, 3.2

## CANDIDATES DEMONSTRATE ACADEMIC ACHIEVEMENT

- Average scores for group of candidates during in an academic year meet CAEP minimum GPA of 3.0
- **AND** performance on nationally-normed, substantially equivalent state-normed, or EPP administered assessments is in the top 50% for all test takers of the selected assessment
  - Assessments examine candidate performance in mathematical and reading achievement
  - Beginning in 2021 in writing achievement

## Sample AFIs related to 3.2 from recent CAEP visits

- 3: The EPP has not used nationally normed ability/achievement assessments to track and inform admission criteria

## Component 3.3 – Key Language

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.

*Consider: What data can I present to demonstrate the other things (besides GPA and test scores) we look for at admissions that result in selecting high quality candidates?*

# Evidence Sufficiency Criteria, 3.3

## PROVIDERS ESTABLISHES/MONITORS CANDIDATE ATTRIBUTES/DISPOSITIONS, BEYOND ACADEMICS

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- Rationale for established non-academic criteria
  - Makes evidence-based case for the selection and implementation
  - Evidence that EPP monitors candidate progress on established non-academic criteria at multiple points; takes appropriate actions based on results
- Evidence of association/correlation of non-academic criteria with candidate and completer performance

## Sample AFIs from 3.3

- 3: Assessments to measure professional dispositions are insufficient to measure candidate performance and are not shared with candidates as they progress through the program.
- 3: The EPP does not provide evidence that candidate dispositions are established, monitored, and acted upon consistently in all programs using valid and reliable measures.
- 3: There was insufficient evidence for the reliability and validity of the non-academic factors (dispositions).

## Component 3.4 – Key Language

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

*Consider: What data can I present to demonstrate that my EPP continues to be selective of candidates throughout our programs?*

# Evidence Sufficiency Criteria, 3.4

## PROVIDER CRITERIA FOR PROGRAM PROGRESSION/MONITORING OF CANDIDATES

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- Evidence of candidates developing proficiencies in **or** evidence of developing proficiencies in candidates at 2 or more gateways of progression
  - Ability to teach to college- and career-ready standards
  - Pedagogical/Content knowledge
  - Integration of use of technology
- Results and stated candidate progressions criteria align with evidence of actions taken such as:
  - Changes in curriculum or clinical experiences
  - Providing interventions/Counseling out

## Sample AFIs related to 3.4

- 3.4 Evidence of monitoring candidates' performance advancement from admissions through completion is not available.

## Component 3.5 – Key Language

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

*Consider: What data can I present to demonstrate that exit criteria are rigorous?*

# Evidence Sufficiency Criteria, 3.5

## PROVIDER DEMONSTRATES; CANDIDATES HAVE CONTENT KNOWLEDGE IN CERTIFICATION FIELD

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- Evidence is the same as that for 1.1
- Evidence of effective teaching including positive impacts on P-12 student learning and development for all candidates as noted in Standard 1

## Sample AFIs

- 3: The EPP did not provide sufficient documentation that candidates can teach effectively with positive impacts on P-12 student learning and development.

## Component 3.6 – Key Language

**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**. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results

*Consider: What data can I present to document that our candidates understand the professional dos and don't of teaching?*

# Evidence Sufficiency Criteria, 3.6

## PROVIDER DEMONSTRATES, CANDIDATES UNDERSTAND EXPECTATIONS OF PROFESSION

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- Evidence is the same as that for 1.1
- Evidence of effective teaching including positive impacts on P-12 student learning and development for all candidates as noted in Standard 1

## Sample AFIs related to 3.6

- 3:The EPP provided limited evidence that all candidates demonstrate an understanding of codes of ethics, professional standards of practice, and knowledge of relevant laws and policies.

# 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

### Standard 3

- Providers are committed to outreach efforts to recruit a more able and diverse candidate pool.

## Technology

### Standard 3

- Candidates integrate technology into all learning domains.

## In Summary - The Case for Standard 3

Information is provided from several sources and provides evidence of shared decision-making, collaboration among clinical faculty, and continuous functioning.

- Data are analyzed.
- Differences and similarities across licensure areas, comparisons over time, and demographical data are examined in relation to clinical experiences, as appropriate.
- Appropriate interpretations and conclusions are reached.
- Trends or patterns are identified that suggest need for preparation modification.
- Based on the analysis of data, there are planned or completed actions for change that are described.

