

# STANDARD 3/A.3

CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

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Kansas City, Missouri  
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# SESSION OVERVIEW

- CAEP Initial and Advanced Standards 3/A.3
- Suggested evidence, evidence sufficiency criteria, and additional CAEP resources available.
  - *Content will reference the evidence sufficiency criteria (handouts)*

# CAEP STANDARD 3/A.3

3.1

A.3.1

- *Recruitment/Admission of Diverse Candidates who Meet Employment Needs*

3.2

A.3.2

- *Admission Standards Indicate That Candidates Have High Academic Achievement and Ability*

3.3

- *Additional Selectivity Factors (non-academic)*

3.4

A.3.3

- *Selectivity During Preparation (performance standards)*

3.5-3.6

A.3.4

- *Selection At Completion (ready, not just finished)*

# EVIDENCE SUFFICIENCY: RESOURCES

## CONSULT:

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- Evidence Sufficiency Criteria
  - Evaluation Criteria for Self-Study Evidence - Standard 3
  - [CAEP Guidelines for Plans](#) for phase-in plan content
    - F18-S20 **can** present plans with progress data
    - Site visits in F20 and beyond are **not eligible** for phase-in
- Assessment Sufficiency Criteria
  - [CAEP Evaluation Framework for EPP-Created Assessments](#)

# GUIDANCE FOR STANDARD 3

- Key concepts in standard and components are addressed
- At least three cycles of data that are sequential and most recent available
- Admission statistics are disaggregated by data cycle
  - Also for main and additional campuses, on site and online programs (as applicable)
- Data/evidence analysis includes discussion of trends/patterns, comparisons, and/or differences.
- EPP-created assessments (if any) meet CAEP assessment sufficiency criteria

## Special for Standard

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

# STANDARD 3

CANDIDATE QUALITY AND SELECTIVITY



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## STANDARD 3: CONTEXT AND PURPOSE

The provider demonstrates that the **quality of candidates is a continuing and purposeful part** of its responsibility from recruitment [component 3.1], **at admission** [component 3.2], **through the progression** of courses and clinical experiences [components 3.3 and 3.4], and to **decisions that completers are prepared to teach** effectively and are recommended for certification [components 3.5 and 3.6]. 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, GUIDANCE FROM COMPONENT 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 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

## ADMISSION OF DIVERSE CANDIDATES WHO MEET EMPLOYMENT NEEDS

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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

## STANDARD 3, GUIDANCE FROM COMPONENT 3.2

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 AND ABILITY TO COMPLETE PREPARATION

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- Average scores for 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

## STANDARD 3, GUIDANCE FROM 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.

*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

## STANDARD 3, GUIDANCE FROM COMPONENT 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

*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



# Monitoring Table of Candidates

KEY ASSESSMENT DATA 2015-2017	Enrolled	Transition Point I Admission into Program	GPA on a 4.00 scale	Program Admission Assessment	Transition Point II Admission into Clinical Internship	GPA on a 4.00 scale	Professional Knowledge Assessment	Transition Point III Program Completion	Key Assessment I GPA	Key Assessment II Professional Content Knowledge - PCK	Key Assessment III Pedagogical & Professional Knowledge & Skills Planning - PPK	Key Assessment V Electronic Portfolio EP	Key Assessment VI Clinical Internship Instrument (CII)	Key Assessment VII Professional & Personal Dispositions	Key Assessment VIII Teacher Work Sample
2015-2016	ECE, N=94	ECE n=3	3.01	Passed Score of 220+	ECE n=7	3.34	Passed Score of 220+	ECE n=7	3.37	Table 1.a	Table 1.d	Table 1.g	Assessment Not Utilized in 15/16	Table 1.p	Assessment Not Utilized in 15/16
	Middle Grades, N=18	Middle Grades n=2	3.43	Passed Score of 220+	Middle Grades; Language Arts/Social Studies n=3	2.98	Passed Score of 220+	Middle Grades; Language Arts/Social Studies n=3	3.04	Table 1.b	Table 1.e	Table 1.h		Table 1.q	
	Secondary, N=23; English, n=11, History, n=11, Biology, n=0, and Mathematics, n=1	Secondary; Biology n=3, English n=3	2.92, 3.43	Passed Score of 220+	Secondary; English n=2	3.20	Passed Score of 220+	Secondary; English n=2	3.33	Table 1.c	Table 1.f	Table 1.i		Table 1.r	
	Note: Enrollment represents the number of students who have declared Education as a major.	Note: Sample numbers of candidates in all programs reflect only admitted candidates.	GPA's averaged based on a 4.00 scale	Note: Assessment reports if candidates meet passing requirements of at least 220.	Note: Sample numbers are of candidates already in program and do not include Transition 1 samples.	GPA's averaged based on a 4.00 scale	Note: Assessment has a minimum score of 220, same as GACE I	Note: Sample numbers of Candidates in Transitions II and III are the same.	GPA on a 4.00 scale	See tables which include multiple indices averaged on a scale of; Key Unsatisfactory (0) - Never Demonstrates these competencies Emerging (1) - Rarely demonstrates these competencies Acceptable (2) - Often demonstrates these competencies Exceptional (3) - Always demonstrates these competencies	See tables which include multiple indices averaged on a scale of; Key Unsatisfactory (0) - Never Demonstrates these competencies Emerging (1) - Rarely demonstrates these competencies Acceptable (2) - Often demonstrates these competencies Exceptional (3) - Always demonstrates these competencies	No rubric was provide and measures were on a 0-10 pts scale		See tables which include multiple indices averaged on a scale of; Unsatisfactory (0), Emerging (1), Acceptable (2), and Exceptional (3)	



## STANDARD 3, GUIDANCE FROM COMPONENT 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

*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

## STANDARD 3, GUIDANCE FROM COMPONENT 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**. 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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- Candidates' understanding codes of ethics and professional standards of practice
- Evidence that candidates have knowledge of relevant laws and policies
  - 504 disability provisions, education regulations; bullying, etc.

# STANDARD A.3

CANDIDATE QUALITY AND SELECTIVITY



Kansas City, Missouri  
March 2018

# EVIDENCE SUFFICIENCY: RESOURCES

## CONSULT:

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- Evidence Sufficiency Criteria
  - Evaluation Criteria for Self-Study Evidence - Standard A.3
  - [CAEP Guidelines for Plans](#) for phase-in plan content
    - F18 –S19 SSRs, **no evidence** for advanced-level standards included in self-study reports
    - F19-S20 **can** present plans for components A.3.1, A.3.2, A.3.3 and/or A.3.6
    - **Plan with progress** can be submitted in SSRs until 2021-2023
    - Site visits in F23 and beyond are **not eligible** for phase-in
- Assessment Sufficiency Criteria
  - [CAEP Evaluation Framework for EPP-Created Assessments](#)

# GUIDANCE FOR STANDARD A.3

- Key concepts in standard and components are addressed
- At least three cycles of data that are sequential and most recent available
- Admission statistics are disaggregated by academic year
  - Also for main and additional campuses, on site and online programs (as applicable)
- Data/evidence analysis includes discussion of trends/patterns, comparisons, and/or differences.
- EPP-created assessments (if any) meet CAEP assessment sufficiency criteria

## Important for Standard

- Component A.3.2 must be met for Standard A.3 to be considered met
- Phase-in Plans for A.3.1, A.3.2, and/or A.3.3 meet the criteria for the CAEP Guidelines for Plans and are consistent with the Phase-In Schedule



## STANDARD 3: CONTEXT AND PURPOSE

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The provider demonstrates that the **quality of advanced program candidates** [components A.3.1 and A.3.2] is a continuing and purposeful part of its [provider's] responsibility [component A.3.3] so that **completers are prepared to perform effectively and can be recommended for certification** where applicable [component A.3.4].

## STANDARD A.3, GUIDANCE FROM COMPONENT A.3.1

The provider **sets goals** and **monitors progress** for **admission and support of high-quality** advanced program **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 teacher pool** and, over time, should reflect **the diversity of P-12 students**. The provider demonstrates efforts to **know and address** community, state, national, regional, or local **needs for school and district staff** prepared in advanced fields.

*Consider.* What recruitment evidence (plans and goals) do I have that demonstrate to base points and annual monitoring?

# EVIDENCE SUFFICIENCY CRITERIA, A.3.1

## ADMISSION OF DIVERSE CANDIDATES WHO MEET EMPLOYMENT NEEDS

- Proof that the EPP periodically examines the employment landscape in the community, state, regional, or national market for which EPP's are preparing completers
  - e.g., shortage areas, job openings, job forecasts, and related information
- Admission Plan showing that labor market information is considered during goal setting
- Documentation from admission reviews showing that the EPP monitors annual progress toward admission goals
  - e.g., for high-need specialty areas, locality, gender, ethnicity, academic ability, etc.
- Hiring and/or retention rates that show the majority of completers fulfill an employment need in a P-12 setting.

## STANDARD A.3, GUIDANCE FROM COMPONENT A.3.2

**REQUIRED COMPONENT:** 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.

# EVIDENCE SUFFICIENCY CRITERIA, A.3.2

## CANDIDATES DEMONSTRATE ACADEMIC ACHIEVEMENT AND ABILITY TO COMPLETE PREPARATION

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- Documentation on:
  - Admission criteria for GPA and results of GPA analysis
  - Admission criteria for normed tests and results of rank analyses
  - EPP criteria created for interviews or other admission procedures together with results
  - Performance on qualifying exams
  - Assessments of writing ability
- Documentation illustrating that the EPP sets goals for candidate support and monitors progress toward goals
  - e.g., provisions for targeted assistance, remediation, etc.

## STANDARD A.3, GUIDANCE FROM COMPONENT A.3.3

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

*Consider.* What data can I present to demonstrate at exit the proficiencies of completing candidates?

# EVIDENCE SUFFICIENCY CRITERIA, A.3.3

## SELECTIVITY DURING PREPARATION

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- Chart mapping assessments to key points during the program (e.g., specific phases/stages, checkpoints) and expected performance level to proceed (e.g., cut score)
  - Content knowledge
  - Practical application, field work
  - Dispositions assessments
- Demonstration of candidates evolving/expanding technology integration into practice

## STANDARD A.3, GUIDANCE FROM COMPONENT 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.

*Consider:* What evidence do you have that would demonstrate that each candidate who is awarded the specialty degree has achieved the set of proficiencies expected at exit?



# EVIDENCE SUFFICIENCY CRITERIA, A.3.4

## SELECTION AT COMPLETION

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- Checklist for completion requirements that includes performance metrics and candidate's results:
  - e.g., graduation requirements, licensure requirements, specific skills, types of authentic problem-based experiences
- Curriculum and state measures of topic knowledge on special education laws, codes of ethics, professional standards
- EPP-created dispositional/ethics assessments

# CROSS-CUTTING THEMES

*Embedded in Every Aspect of Educator Preparation*

## Coursework

- *Diversity*
- *Technology*

## Fieldwork

- *Diversity*
- *Technology*

## Interpersonal Interactions

- *Diversity*
- *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.

# THEMES OF DIVERSITY AND TECHNOLOGY

## Diversity

### Standard A.3

- Providers are committed to outreach efforts to recruit a more able and diverse pool of advanced program candidates.
- The diversity of advanced candidates reflects the diversity of America's teacher pool, and over time, should reflect the diversity of P-12 students.
- EPPs monitor disaggregated evidence of academic quality and candidate progress, provided support for candidates who need it.

## Technology

### Standard A.3

- Candidates can apply technology in appropriate ways to their field of specialization.

# IN SUMMARY – THE CASE FOR STANDARD 3/A.3

- The EPP:

Provides information from several sources and provides evidence of shared decision-making, collaboration among clinical faculty, and continuous functioning.

- Analyzes data.
- Examines differences and similarities across licensure areas, comparisons over time, and demographical data are examined in relation to clinical experiences, as appropriate
- Interprets and reaches conclusions
- Identifies trends or patterns that suggest need for preparation modification
- Make decisions that are based on the analysis of data
- Takes actions in response to analysis of data described

## STANDARD 3/A.3's CASE

Providers continuously and purposely recruit, admit, monitor, and recommend towards licensure of candidates from quality educator preparation programs.

*CAEP Standards for Initial/Advanced Programs, Evidence Sufficiency Criteria, Handout*

# POTENTIAL ISSUES: Standard 3

## *AREAS FOR IMPROVEMENT* MAY BE CITED WHEN:

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- Case:
  - There is limited or no evidence that the EPP makes appropriate use of non-academic measures
  - There is limited or no attempt to measure candidate impact on P-12 student learning during pre-service preparation
  - EPP provides limited or no evidence of candidate understanding of the profession

# POTENTIAL ISSUES: Standard 3

## *STIPULATIONS MAY BE CITED WHEN:*

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- Case:
  - There is limited or no evidence that the EPP monitors candidate progress during preparation
  - There is no credible recruitment plan
    - e.g., no actual data on employment of previous completers, no year by year schedules of recruitment goals in relation to available employment opportunities; no forecasts of employment needs for STEM, ELL, special education or hard-to-staff schools
  - The EPP evidence falls below the “CAEP minimum” admissions criteria





TELL US HOW TO IMPROVE FOR YOUR  
NEXT CAEP CON

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SESSION  
FEEDBACK

