



Council for the  
Accreditation of  
Educator Preparation

# CAEP Standard 3: Candidate quality, recruitment and selectivity

Scott Jackson Dantley  
Emerson J. Elliott

# Candidate quality, recruitment, 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.

# What we plan to cover during this hour

- The Commission's "case" for this standard
- The main ideas of the standard
- Some examples of evidence that CAEP would expect to find in self-studies
  - Stop for comments and questions
- A deeper look at the standard—options, alternatives, and evidence
  - More comments and questions

# The Commission's case for this standard

- Research on academic ability/ achievement of teachers
- Other factors—both academic and non-academic
- We strive for a diverse education workforce
- For all the diverse students we need more able teachers
- Focus on P-12 student learning
- Convergence of views, US and international

# The main ideas in Standard 3

- Recruit for academic ability and diversity
- Admit high academic ability/ achievement
- [try/ set] Non-academic factors
- Monitor developing candidate abilities
- Measure high exit achievements
- Insist professional/ ethical understanding

# Examples of evidence from the Standards

- Recruitment plans
  - based on mission and employment opportunities
  - Baseline and year by year targets; results
  - evidence of marketing to diverse schools, collaboration
- Data collected from applicants
  - GPA from high school; GPA from college, comparisons with other majors in the same courses
  - ACT, SAT, AP, IB, SAT II, honors, awards, high school courses
- Case studies of assessments of candidates
  - demonstrating developing responsibilities in the classroom and impact on P-12 learning, at least two data points
  - Evidence of developing dispositions or behaviors such as “grit”, leadership, perseverance, communications

# Comments and questions



# A deeper look

- Need to be more selective, but also need more diversity
- Need to be selective and therefore need to recruit
- Need selectivity at admissions but also throughout the program
- Need academic qualifications but also non-academic abilities
- Need to reach challenging academic criteria but EPPs can offer alternative criteria
- EPPs need to prepare candidates for available jobs



# Alternatives and options

- CAEP phase in policy for new types of evidence
- Standards phase in policy for normed test performance
- 8 annual measures phase in as the CAEP reporting request is issued each January
- Option for states with normed tests but no national tests
- Option for different admissions criteria
- Options for graduate level programs
- General EPP choice on the measures it uses to demonstrate that standards are met

# Examples of evidence from the Standards

- Case studies of alternative criteria
  - Leadership, grit, perseverance, etc.
- Graduate programs admissions
  - GRE
  - College GPA, rank, honors, fields of study
- Phase in with “plans” if your review is in 2014 or 2015, and information from implementation in 2016 and 2017
- Phase in specified in Standard 3: performance on normed test in:
  - top 50% in 2016 and 2017;
  - top 40% in 2018 and 2019;
  - top 33% in 2020

# Comments and questions

