The essence of technology is rapid change. Members of the Commission realize that for accreditation standards that may be in place for the better part of a decade, it is not possible to anticipate every opportunity through which technology might have potential to advance instructional effectiveness and student learning and development. The Commission has concluded that the current possibilities are insufficiently exploited, and those for the future are beyond current forecasting ability. Educator preparation providers should keep up with research, and those preparing educators should model best practices in digital learning and technology applications that the EPP expects candidates to acquire. – Excerpt from CAEP Accreditation Standards, p. 22, Approved Aug. 29, 2013

CAEP Standards 1 & 2, Technology & Digital Learning Theme, CAEP Components and InTASC Alignment

Standard 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly **to advance the learning of all students** toward attainment of college- and career-readiness standards.

	CAEP Theme Proficiencies - Technology & Digital Learning (p. 30)	CAEP Component	InTASC Standard: Essential Knowledge	Notes
Standard 1: Content and Pedagogical Knowledge	Develop skills in accessing online databases, digital media, and tools and to identify research-based practices that can improve their students' learning, engagement and outcomes.	**1.1** Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **1.5** Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. **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.	3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	

Know why and how to help their students access and assess critically the quality and relevance of digital academic content.	**1.1** Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **1.5** Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. **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.	5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	

Preparation experiences allow candidates to design and facilitate digital, or connected, learning, mentoring and collaboration, including use of social networks as resources and help identify digital content and technology tools for P-12 students' learning.	**1.5** Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.	3 (h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. 10(n) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary **to demonstrate** positive impact **on all P-12 students' learning and development**.

	CAEP Theme Proficiencies - Diversity (p. 30)	CAEP Component	InTASC Standard: Performances	Notes
Standard 2: Clinical Partnerships and Practice	Develop skills in accessing online databases, digital media, and tools and to identify research-based practices that can improve their students' learning, engagement and outcomes.	**2.3** The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	4 (g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. 5 (c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	

Know why and how to help their students access and assess critically the quality and relevance of digital academic content.	**2.3** The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **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.	3 (g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	

Preparation experiences allow candidates to design and facilitate digital, or connected, learning, mentoring and collaboration, including use of social networks as resources and help identify digital content and technology tools for P-12 students' learning.	**2.1** Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes. **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.	3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	

CAEP Diversity Theme, CAEP Component and InTASC Alignment| CEHS, SHU Curriculum Revision Meeting   10/25/13