



# CAEP Revised Advanced Standards-DRAFT

## Standard RA.1 Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

**RA1.1 Candidate Knowledge, Skills, and Professional Dispositions** 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 all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

**RA1.2 Provider Responsibilities** 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)].

## Standard RA.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 appropriate for their professional specialty field.

**RA2.1 Partnerships for Clinical Preparation** Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation.

**RA2.2 Clinical Experiences** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A1.1.

## Standard RA.3 Candidate Quality and Selectivity

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

**RA3.1 Recruitment** The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

**RA3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully** The provider sets admissions requirements for academic achievement, including CAEP minimum criteria (college GPA of 3.0 or group average performance in top 50th percent of those assessed on nationally normed assessment), the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion.

**RA3.3 Monitoring and Supporting Candidate Progression** The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

**RA3.4 Competency at Completion** The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

## Standard RA.4 Satisfaction with Preparation

The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

**RA4.1 Satisfaction of Employers** The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

**RA4.2 Satisfaction of Completers** The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.

### Standard RA.5 Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving and highlight innovations.

**RA5.1 Quality Assurance System** The provider has developed, implemented, and modified as needed, a functioning quality assurance system that ensures a process to document operational effectiveness. This system documents how multiple measures enter the system, how the data is used in decision making, and the outcomes of those decisions for programmatic improvement.

**RA5.2 Data Quality** This provider's quality assurance system from RA5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure that interpretations of data are valid and consistent.

**RA5.3 Stakeholder Involvement** The provider includes relevant internal (e.g., faculty, staff, candidates, EPP administration) and external (e.g., alumni, employers, practitioners, school and community partners, and others defined by the provider) stakeholders in the program design, evaluation, and continuous improvement process.

**RA5.4 Continuous Improvement** The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and the effects of those innovations.

### Standard 6: Fiscal and Administrative Capacity

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. **For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard.6.** If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

**R6.1 Fiscal Resources** The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

**R6.2 Administrative Capacity** The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

**R6.3 Faculty Resources** The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

**R6.4 Infrastructure** The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

**\*\*Only For EPPs seeking access to Title IV funds\*\***

### Standard 7: Record of Compliance with Title IV of the Higher Education Act

Freestanding EPPs relying on CAEP accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to on the basis of student loan default rate data provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of ST 7.

# Advanced Standards Suggested Revisions

Technology  
Diversity  
Parallel with Initial  
New

2018 Advanced Standards	Suggested Revised Standards
<p><b>Standard A.1. Content and Pedagogical Knowledge</b> 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.</p>	<p><b>Standard RA.1. Content and Pedagogical Knowledge</b> The provider ensures that candidates for professional specialties develop an <b>deep</b> understanding of the critical concepts and principles <b>of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.</b> <del>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.</del></p>
<p><b>A.1.1 Candidate Knowledge, Skills, and Professional Dispositions</b> 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 all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul>	<p><b>RA.1.1 Candidate Knowledge, Skills, and Professional Dispositions</b> 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 <b>all P-12</b> are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to <b>develop supportive, diverse, equitable, and inclusive school environments;</b></li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• <b>Supporting appropriate applications of technology for their field of specialization;</b> and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of</li> </ul>

<p>Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.</p>	<p>specialization.</p> <p>Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.</p>
<p><b>A.1.2 Provider Responsibilities</b>  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)].</p>	<p><b>RA.1.2 Provider Responsibilities</b>  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)].</p>
<p><b>Standard A.2. Clinical Partnerships and Practice</b>  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 appropriate for their professional specialty field.</p>	<p><b>Standard RA.2. Clinical Partnerships and Practice</b>  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 appropriate for their professional specialty field.</p>
<p><b>A.2.1 Partnerships for Clinical Preparation:</b>  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 advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program 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 advanced program candidate outcomes.</p>	<p><b>RA.2.1 Partnerships for Clinical Preparation</b>  Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation.</p>
<p><b>A.2.2 Clinical Experiences:</b>  The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other</p>	<p><b>RA.2.2 Clinical Experiences</b>  The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other</p>

<p>experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.</p>	<p>experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A1.1.</p>
<p><b>Standard A.3 Candidate Quality and Selectivity</b> The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</p>	<p><b>Standard RA.3 Candidate Quality and Selectivity</b> The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</p>
<p><b>A.3.1 Admission of Diverse Candidates Who Meet Employment Needs</b> 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.</p>	<p><b>RA.3.1 Recruitment</b> The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of American's P-12 students.</p>
<p><b>A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b> 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.</p> <p>The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP- administered assessments, of mathematical, reading, and writing achievement in</p>	<p><b>RA 3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully</b> The provider sets admissions requirements for academic achievement, including CAEP minimum criteria (college GPA of 3.0 or group average performance in top 50th percent of those assessed on nationally normed assessment), the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion.</p>

<p>the top 50 percent of those assessed.</p> <p>An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The GAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.</p> <p>As an alternative to cohort average performance on a nationally- or state-normed writing assessment, the EPP may present evidence of candidates' performance levels on writing tasks similar to those required of practicing educators. EPPs continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.</p>	
<p><b>A.3.3 Selectivity During Preparation</b></p> <p>The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.</p>	<p><b>RA.3.3 Monitoring and Supporting Candidate Progression</b></p> <p>The provider creates criteria for program progression and uses <b>disaggregated data</b> to monitor candidates' advancement from admissions through completion. <b>The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones.</b> The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.</p>
<p><b>A.3.4 Selection at Completion</b></p> <p>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.</p>	<p><b>RA.3.4 Competency at Completion</b></p> <p>The provider ensures candidates possess academic competency to <b>teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge</b>, data literacy and research-driven decision making, effective use of collaborative skills, and <b>application of technology in the field(s) where certification is sought</b>. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.</p>

<p><b>Standard A.4: Program Impact</b> The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.</p>	<p><b>Standard RA. 4: Satisfaction with Preparation</b> The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.</p>
<p><b>A.4.1 Satisfaction of Employers:</b> The provider demonstrates that employers are satisfied with completers' preparation and <del>that completers reach employment milestones such as promotion and retention.</del></p>	<p><b>RA.4.1 Satisfaction of Employers</b> The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.</p>
<p><b>A.4.2 Satisfaction of Completers:</b> The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>	<p><b>RA.4.2 Satisfaction of Completers</b> The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.</p>
<p><b>Standard A.5. Provider Quality Assurance and Continuous Improvement</b> The provider maintains a quality assurance system comprised of valid data from multiple measures, <del>including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</del></p>	<p><b>Standard RA.5 Quality Assurance System and Continuous Improvement</b> The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving and highlight innovations.</p>
<p><b>A.5.1 Quality and Strategic Evaluation</b> The provider's quality assurance system <del>is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards</del></p>	<p><b>RA5.1 Quality Assurance System</b> The provider has developed, implemented, and modified as needed, a functioning quality assurance system that ensures a process to document operational effectiveness. This system documents how multiple measures enter the system, how the data is used in decision making, and the outcomes of those decisions for programmatic improvement.</p>
<p><b>A.5.2</b> The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p>	<p><b>RA5.2 Data Quality</b> This provider's quality assurance system from RA5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure that interpretations of data are valid and consistent.</p>

<p><b>A.5.3 Continuous Improvement</b> The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes.</p>	<p><b>RA5.4 Continuous Improvement</b> The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and the effects of those innovations.</p>
<p><del><b>A.5.4</b> Measures of advanced program completion outcomes, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.</del></p>	
<p><b>A.5.5</b> The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</p>	<p><b>RA5.3 Stakeholder Involvement</b> The provider includes relevant internal (e.g., faculty, staff, candidates, EPP administration) and external (e.g., alumni, employers, practitioners, school and community partners, and others defined by the provider) stakeholders in the program design, evaluation, and continuous improvement process.</p>

### Standard 6: Fiscal and Administrative Capacity

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**R6.1 Fiscal Resources** The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

**R6.2 Administrative Capacity** The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic

calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

**R6.3 Faculty Resources** The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

**R6.4 Infrastructure** The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

**\*\*Only For EPPs seeking access to Title IV funds\*\***

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