



PROFESSIONAL STANDARDS

for the

ACCREDITATION of
TEACHER PREPARATION INSTITUTIONS

NCATE

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

The Standard of Excellence in Teacher Preparation

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Mission and Scope

INTRODUCTION

The National Council for Accreditation of Teacher Education (NCATE) is officially recognized by the U.S. Department of Education as an accrediting body for institutions that prepare teachers and other professional personnel for work in preschool, elementary, and secondary schools. The Council for Higher Education Accreditation (CHEA) also recognizes NCATE. Through its voluntary, peer review process, NCATE helps to ensure that accredited institutions¹ produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn.

NCATE, a non-profit, non-governmental organization, is a coalition of more than 30 national associations representing the education profession at large. The associations that comprise NCATE appoint representatives to NCATE's policy boards, which develop NCATE standards, policies, and procedures.² Membership on policy boards includes representatives from organizations of (1) teacher educators, (2) teachers, (3) state and local policymakers, and (4) professional specialists. See *Table 1* for a list of member organizations.

MISSION

Accountability and improvement in teacher preparation are central to NCATE's mission. The NCATE accreditation process determines whether schools, colleges, and departments of education, and other organizations preparing educators, meet demanding standards for the preparation of teachers and other professional school personnel. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn.

Providing leadership for reform in teacher education is also central to NCATE's mission. Through standards that focus on systematic assessment of candidate learning, NCATE encourages accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P–12 student learning.

¹ "Accredited institution" refers to an entity accredited by NCATE, whether it is a school, college, department of education in a university, or a non-university provider.

² For the current NCATE policies and procedures, visit the website at www.ncate.org.



Table 1: NCATE's Member Organizations**Teacher Education Organizations**

American Association of Colleges for Teacher Education (AACTE)
 Association of Teacher Educators (ATE)

Teacher Organizations

American Federation of Teachers (AFT)
 National Education Association (NEA)
 National Education Association (NEA) Student Program

Policymaker Organizations

Council of Chief State School Officers (CCSSO)
 National Association of State Boards of Education (NASBE)
 National School Boards Association (NSBA)

Subject-Specific Organizations

American Council on the Teaching of Foreign Languages (ACTFL)
 American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
 International Reading Association (IRA)
 International Technology Education Association (ITEA)
 National Council for the Social Studies (NCSS)
 National Council of Teachers of English (NCTE)
 National Council of Teachers of Mathematics (NCTM)
 National Science Teachers Association (NSTA)
 North American Association for Environmental Education (NAAEE)
 Teachers of English to Speakers of Other Languages (TESOL)

Child-Centered Organizations

Association for Childhood Education International (ACEI)
 Council for Exceptional Children (CEC)
 National Association for the Education of Young Children (NAEYC)
 National Association for Gifted Children (NAGC)
 National Middle School Association (NMSA)

Technology Organizations

Association for Educational Communications and Technology (AECT)
 International Society for Technology in Education (ISTE)

Specialist Organizations

American Library Association (ALA)
 National Association of School Psychologists (NASP)

Leadership Organizations

American Association of School Administrators (AASA)
 Association for Supervision and Curriculum Development (ASCD)
 National Association of Elementary School Principals (NAESP)
 National Association of Secondary School Principals (NASSP)

Other Organizations

AdvancED
 National Board for Professional Teaching Standards (NBPTS)
 Public Representatives

THE LATE 20TH CENTURY: DECADES OF CHANGE

Throughout the 1980s and 1990s, the nation reached consensus that American education must be transformed to meet the needs of an emerging information society. Policymakers and the public have called for high standards for what children should know and be able to do. Attaining this goal requires educators who meet professional standards.

Today's society needs a workforce that can apply knowledge, reason analytically, and solve problems. At the same time, American society is becoming more diverse, with students in classrooms drawn from many cultures and ethnic groups. Preparing teachers to teach all students to meet society's demands for high performance has created a new agenda for educators and policymakers. To meet these changing needs, norms in teacher preparation and licensing are changing.

Education reform must include the reform of teacher preparation. Reaching the nation's education goals requires high standards for the teaching force. Rigorous accreditation, state licensing, and advanced board certification are essential. To advance the reform of teacher preparation, NCATE is working with other education organizations to ensure that accreditation, licensing, and advanced certification standards are compatible, and together form a coherent system of quality assurance for the education profession.

A VISION OF THE PROFESSIONAL TEACHER FOR THE 21ST CENTURY

NCATE believes that caring, competent, and qualified teachers should teach every child. Caring, competent, and qualified professional educators such as principals, school psychologists, reading specialists, and other professional school personnel should provide support for student learning. Student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen and contributor to an information economy.

NCATE standards are based on the belief that all children can and should learn. In order to attain this goal,

- **Accredited institutions should**
 - ensure that new teachers attain the necessary content, pedagogical, and professional knowledge and skills to teach both independently and collaboratively;
 - ensure that all new administrators and other professional specialists attain the knowledge and skills to create a supportive environment for student learning;
 - administer multiple assessments in a variety of forms, engage in follow-up studies, and use the results to determine whether candidates meet professional standards and whether graduates can teach so that students learn;



- commit to preparing teachers for a diverse community of students;
- prepare candidates who can integrate technology into instruction to enhance student learning;
- encourage collegiality, reflective practice, continuous improvement, and collaboration among educators, learners, and families; and
- view teacher preparation and development as a continuum, moving from pre-service preparation to supervised beginning practice to continuing professional development.

▪ **The new professional teacher who graduates from a professionally accredited institution should be able to**

- help all pre-kindergarten through twelfth grade (P–12) students learn;
- teach to P–12 student standards set by specialized professional associations and the states;
- explain instructional choices based on research-derived knowledge and best practice;
- apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds;
- reflect on practice and act on feedback; and
- be able to integrate technology into instruction effectively.

▪ **These teachers have gained those abilities through**

- a broad liberal arts education;
- in-depth study of the subject they plan to teach;
- a foundation of professional and pedagogical knowledge upon which to base instructional decisions;
- diverse, well planned, and sequenced experiences in P–12 schools; and
- ongoing assessments of competence to practice, through an array of performance measures.

▪ **Likewise, administrators and other school specialists should be able to apply professional knowledge and skills of their disciplines to create a supportive environment to help all students learn.**

We are on our way to reaching this vision. In the 21st century, standards for teacher preparation, licensing, and advanced certification have been developed and are aligned with each other. The field of teaching and the states are now grappling with the assessment of outcomes identified in teacher standards. This involves assessing student—and teacher—performance and determining benchmark levels for candidate, teacher, and student attainment of the proficiencies set forth in the standards.

HISTORY

NCATE was founded in 1954. Five groups were instrumental in the creation of NCATE: the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), and the National School Boards Association (NSBA). When NCATE was founded as an independent accrediting body, it replaced AACTE as the agency responsible for accreditation in teacher education.

SCOPE OF NCATE ACCREDITATION

NCATE accredits schools, colleges, and departments of education (professional education units) in U.S. colleges and universities as well as non-university entities that prepare educators. These schools, colleges, departments of education, and non-university entities have primary responsibility for the preparation of teachers and other school professionals.

The professional education unit must include in its accreditation review all initial teacher preparation and advanced programs offered for the purpose of preparing teachers and other school professionals to work in preschool through twelfth grade settings. The unit must include off-campus programs, distance learning programs, and alternate route programs for the preparation of professional educators in the NCATE review. Although these programs often match state program approval and licensure requirements, NCATE may review programs not reviewed by the state. For example, not all states require a license for pre-kindergarten or middle school teachers. Nevertheless, these programs must be included in the NCATE review if the institution offers a program that prepares candidates to work in these areas.

For a treatment of how different organizational structures are considered for NCATE review, including branch campuses, consortia, off-campus programs, overseas programs, distance learning, and alternate routes, visit the NCATE website at www.ncate.org. NCATE's scope includes advanced programs (e.g. a master's degree) designed for the continuing professional development of practicing teachers. In some states, these advanced programs lead to a new license. All advanced programs that prepare candidates for a new role in schools (e.g. reading specialist or principal) also must be included in the accreditation review. Advanced programs for the preparation of the professoriate or non-school personnel are not within NCATE's scope of authority.

In most entities seeking accreditation, one professional education unit is primarily responsible for professional education programs at both the initial teacher preparation



and advanced levels. However, NCATE will recognize two separate units: one for initial teacher preparation and another for the advanced level at the same institution (e.g., initial teacher preparation is housed in a department of education in the School of Arts and Sciences while the advanced unit is located in a separate Graduate School of Education). In the case of two different units with responsibility for professional education, each unit must address the NCATE standards at the level for which the unit is responsible.

**CALL TO ACTION
RATIFIED BY NCATE'S EXECUTIVE BOARD
ON OCTOBER 27, 2007**

NCATE AND SOCIAL JUSTICE

We, the members of the education profession, believe that high quality education is a fundamental right of all children. State constitutions require free public schools for all. At least since *Brown v. Board of Education* in 1954, our Nation has struggled to provide equal educational opportunity to all children. Now federal law requires that no child be left behind. Social justice demands that we take appropriate action to fulfill these promises by assuring high quality education for all children.

We believe (and research has demonstrated) that the most important determinant of high quality education is a well prepared teacher. To achieve this end, our associations established NCATE in 1954 to develop rigorous standards for educator preparation and to evaluate institutions according to those standards.

We believe that all educators should be prepared in institutions that meet NCATE's performance-based unit and program standards. These standards are periodically revised based on relevant research and input from the education community. NCATE's standards require educators to demonstrate the knowledge, skills, and professional dispositions to work successfully with children of all races, ethnicities, disabilities/exceptionalities, and socioeconomic groups.

NCATE standards require accountability, continuous improvement, clinical practice in P–12 school settings, qualified faculty, and sound governance. At a minimum, NCATE standards require that professional education programs prepare candidates who:

- have the content knowledge needed to teach students;
- have the pedagogical and professional knowledge needed to teach effectively;
- operationalize the belief that all students can learn;
- demonstrate fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner;
- understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning; and
- can apply their knowledge, skills, and professional dispositions in a manner that facilitates student learning.

We recognize the existence of an unacceptable achievement gap based on race, ethnicity, disability/exceptionality and socioeconomic status. The gap is exacerbated by some children being assigned well prepared teachers and other children being assigned unprepared and under-prepared teachers. Closing the achievement gap requires that all children be educated by teachers and other professional personnel who meet rigorous professional standards. We renew our commitment to social justice in schooling for all children by demanding well prepared educators for all children.

We pledge to use all tools available to us to assure that:

- all new teachers are well prepared before children are entrusted to their care;
- all educators have the knowledge, skills, and professional dispositions needed to help all children learn; and
- school districts and state authorities assure that every child has a caring, qualified, and effective teacher.

When the education profession, the public, and policymakers demand that all children be taught by well prepared teachers, then no child will be left behind and social justice will be advanced.





NCATE Standards

DEVELOPMENT OF NCATE STANDARDS¹

NCATE revises its unit accreditation standards every seven years to ensure that the standards reflect current research and state-of-the-art practice in the teaching profession. The Standards Committee of NCATE's Unit Accreditation Board is charged with the task of revising the unit standards. The Standards Committee agreed at the outset of the revision process that this would be a minor revision of the 2001 performance-based standards. The primary focus of this revision is to refine the existing standards by clarifying meaning and streamlining content.

In revising the standards, NCATE's Standards Committee heard from a wide range of educators and policymakers and conducted hearings at professional conferences. The work of the Standards Committee was continuously posted to NCATE's website. Feedback was regularly received, read, and incorporated. State policymakers were briefed and NCATE solicited their feedback. By the time that NCATE's Executive Board ratified this set of standards in May 2007, the field had provided significant guidance in the development of the standards.

The standards measure an institution's effectiveness according to the profession's expectations for high quality teacher preparation. The education profession has reached a general consensus about the knowledge and skills educators need to help P–12 students learn. That consensus forms the basis for NCATE's unit standards and specialized program standards. The specialized program standards are an integral part of the NCATE accreditation system as they describe the specialized content that teacher candidates should master.

HOW THE STANDARDS ARE APPLIED

To seek accreditation, an institution must meet specific preconditions² which must continue to be met to maintain accreditation. Once the preconditions are met, NCATE schedules an accreditation visit. The institution then prepares a report describing how

¹ For the current NCATE policies and procedures, visit the NCATE website at www.ncate.org.

² For a list of preconditions, visit the NCATE website at www.ncate.org.



it meets each of the six standards. Three to eight members of the NCATE Board of Examiners visit the institution to interview faculty, candidates, staff, graduates, and employers, and to gather additional data to evaluate the programs. The team reviews all the evidence and writes a report on its findings. The institution may write a follow-up report in response. All material is forwarded to NCATE's Unit Accreditation Board, which reviews the data and makes the final accreditation decision. All procedural accreditation documents are available on NCATE's website at www.ncate.org.

INTRODUCTION TO THE NCATE UNIT STANDARDS

The six NCATE Unit Standards are the basis for the on-site review of the unit conducted by the Board of Examiners team. Each of the six standards contains three components: (1) the language of the standard itself; (2) rubrics that delineate the elements of each standard and describe three proficiencies levels (unacceptable, acceptable, and target) at which each element is being addressed; and (3) a descriptive explanation of the standard. Institutions striving to meet the standards at the target level must also meet the expectations at the acceptable level. A glossary, located at the end of this document, includes definitions of words and phrases in the standards that are used in ways unique to professional education.

The six NCATE Unit Standards identify the knowledge, skills, and professional dispositions expected of educational professionals. The standards also identify the organizational structures, policies, and procedures that should be in place to support candidates in meeting these expectations.

NCATE bases its standards for educator preparation on significant emergent research. The knowledge, skills, and professional dispositions in the NCATE standards reflect many of the findings, conclusions, and recommendations of consensus reports sponsored by the National Academy of Education (NAE), the National Academy of Sciences (NAS), the American Education Research Association (AERA), and the National Institute of Child and Health Development (NICHD). Examples of such reports include the NAE's *Preparing Teachers for a Changing World* (Darling-Hammond & Bransford, 2005) and the NAS's *How People Learn: Bridging Research and Practice* (Donavan, Bransford, and Pellegrino, 1999). In reflecting the findings of current research, the NCATE standards encourage best practices in educator preparation. This linkage assures the public that NCATE-accredited institutions are held accountable for implementing programs that prepare the effective educators that the nation's children deserve.

Though the standards could be ordered differently, NCATE placed the standard on candidate knowledge, skills, and professional dispositions (Standard 1) first to highlight the importance of candidate learning and unit accountability. The system of assessment

and unit evaluation described in Standard 2 should generate candidate assessment data, as well as evaluative data related to unit policies and procedures, that units should use as evidence for meeting many of the components of the five other standards. NCATE requires additional evidence in the form of assessment instruments, documentation, and other exhibits to demonstrate that the standards are being met.

The NCATE Unit Standards apply to initial teacher preparation and advanced programs for teachers and other school professionals. These programs include both licensure and non-licensure programs for the initial and continuing preparation of professionals who work in P–12 schools. They include off-campus, distance learning, and alternate route programs. Units are expected to address an additional set of questions posted on the NCATE website for distance learning and off-campus programs. The standards also apply to online institutions and non-higher education organizations offering programs for the professional preparation of educators. (See NCATE's website for a table of programs that must be included in the NCATE review).



NCATE Unit Standards

Conceptual Framework

The conceptual framework³ establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

Standard 1: *Candidate Knowledge, Skills, and Professional Dispositions*

Candidates⁴ preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students⁵ learn. Assessments indicate that candidates meet professional, state, and institutional⁶ standards.

Standard 2: *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

³ At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.

⁴ Candidates include persons preparing to teach, teachers who are continuing their professional development, and persons preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists.

⁵ “All students” includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins.

⁶ Institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies.



Standard 5: *Faculty Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The following pages provide the reader information about the meaning of the conceptual framework and the six NCATE standards. Rubrics that accompany each standard address the critical elements of the standard and describe different levels of performance required to meet the standard. The supporting explanations include a rationale for the standard and additional explanation of each standard's meaning.



CONCEPTUAL FRAMEWORK

A conceptual framework⁷ establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework that establishes the vision for the unit and its programs. The conceptual framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment and evaluation. It makes the unit's professional commitments and professional dispositions explicit. It reflects the unit's commitment to diversity and the preparation of educators who help all students learn. It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. The conceptual framework also aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

The conceptual framework includes the following aligned structural elements:

- vision and mission of the institution and unit;
- philosophy, purposes, goals/institutional standards of the unit;
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit;
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards; and a
- summarized description of the unit's assessment system.

Each unit seeking accreditation for the first time is required to submit its conceptual framework as a precondition for establishing eligibility for NCATE accreditation. In addition, it will include an overview of the conceptual framework in the introductory section of the institutional report.

An institution preparing for a continuing visit will include an overview of its conceptual framework in the introductory section of the continuing report. This overview must include a description of the framework, its development, and changes since the previous

⁷ At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.

visit, including the relationship of the conceptual framework revisions to updated standards and assessments of the unit, profession, or state. The unit will also report evaluations of the conceptual framework and resulting changes in the NCATE annual report.

Board of Examiners teams will look for evidence of the conceptual framework and report their findings in (1) the introductory section of the team report and (2) responses to standards throughout the team report.



Standard 1: *Candidate⁸ Knowledge, Skills, and Professional Dispositions*

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students⁹ learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES *(Initial and Advanced Preparation of Teachers)*

UNACCEPTABLE

Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards. Fewer than 80 percent of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers do not have an in-depth knowledge of the content that they teach.

ACCEPTABLE

Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.

TARGET

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.

⁸ Candidates include persons preparing to teach, teachers who are continuing their professional development, and persons preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists.

⁹ "All students" includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins.

1b. PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES *(Initial and Advanced Preparation of Teachers)*

UNACCEPTABLE

Teacher candidates do not understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn. Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.

ACCEPTABLE

Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.

TARGET

Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.



1c. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES (*Initial and Advanced Preparation of Teachers*)

UNACCEPTABLE

Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They lack knowledge of school, family, and community contexts, and they are unable to develop learning experiences that draw on students' prior experience. They do not reflect on their work, nor do they use current research to inform their practice. They are unable to explain major schools of thought about schooling, teaching, and learning. Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged with the professional community to develop meaningful learning experiences.

ACCEPTABLE

Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

TARGET

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning.

They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.



1d. STUDENT LEARNING FOR TEACHER CANDIDATES

(Initial and Advanced Preparation of Teachers)

UNACCEPTABLE

Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.

ACCEPTABLE

Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.

TARGET

Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

1e. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS¹⁰

UNACCEPTABLE

Candidates for other professional school roles have not mastered the knowledge that undergirds their fields and is delineated in professional, state, and institutional standards. They are not able to use data, research or technology. They do not understand the cultural contexts of the school(s) in which they provide professional services. Fewer than 80 percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.

ACCEPTABLE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.

TARGET

Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. All program completers pass the academic content examinations in states that require such examinations for licensure.

¹⁰ Pedagogical knowledge for other school professionals, such as librarians and reading specialists, who teach on a regular basis can be found in the professional standards for those fields.



1f. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS

UNACCEPTABLE

Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.

ACCEPTABLE

Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

TARGET

Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

UNACCEPTABLE

Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with students, families, colleagues, and communities.

ACCEPTABLE

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.

TARGET

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.



SUPPORTING EXPLANATION:

The knowledge, skills, and professional dispositions outlined in this standard are based on current research in teaching and learning and on best practices in professional education. Each element reflects an important component of the knowledge, skills, and professional dispositions that educators need to develop in order to help all students learn. The knowledge, skills, and professional dispositions in this standard should be reflected in the unit's conceptual framework and assessed as part of the unit's assessment system. The data from the assessment system should be used to demonstrate candidate learning of the knowledge, skills, and professional dispositions stated herein.

Teachers must have sufficient knowledge of content to help all students meet standards for P–12 education. The guiding principle of the teaching profession is that student learning is the goal of teaching. NCATE's Standard 1 reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach effectively, and can help all students learn. All school professionals are expected to carry out their work in ways that are supportive of student learning.

Educator licensure standards adopted by most states require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P–12 schools are expected to demonstrate the candidate learning proficiencies identified in the unit's conceptual framework, in the standards of national professional organizations which should be aligned with standards for P–12 students, and in state licensing standards.

To help institutions better prepare teacher candidates to meet state licensing requirements, NCATE has aligned its unit and program standards with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). First and foremost, NCATE and INTASC expect teacher candidates to know the content of their disciplines, including their central concepts, tools of inquiry, and structures.

Teacher candidates are expected to meet professional standards for the subjects that they plan to teach as these have been defined in standards for students in P–12 schools and standards for the preparation of teachers. Candidates are expected to meet professional standards of other national accrediting organizations (e.g., the National Association of Schools of Music and the National Association of Schools of Art and Design) or NCATE's professional standards for teachers of early childhood education; elementary education; middle-level education; special education; gifted education; environmental education; and secondary education (including English/language arts, mathematics, science, social studies, computer science, technology education, health, physical education, foreign languages, and English as a second language¹¹).

As part of the program review process, institutions must submit candidate assessments, scoring guides, performance data, and other program documents that respond to professional standards for national

¹¹ Professional standards for the programs listed and directions for preparing documentation can be downloaded from NCATE's website: www.ncate.org. A list of programs with professional standards can be found on page 47.



and/or state review. The program review process is an important component of NCATE accreditation. Information from the program review process should be used to address the elements in Standard 1 on content knowledge, professional and pedagogical knowledge and skills, pedagogical content knowledge, and student learning.

NCATE expects teacher candidates to demonstrate knowledge, skills, and professional dispositions¹² to provide learning opportunities supporting students' intellectual, social, and personal development. Teacher candidates are able to create instructional opportunities adapted to diverse learners. They encourage students' development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster active inquiry, collaboration, and supportive interaction in the classroom. They plan instruction based upon knowledge of content, students, families, the community, and curriculum goals. Teacher candidates evaluate students' academic achievement as well as their social and physical development and use the results to maximize students' motivation and learning. They are able to reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow professionally. They also are able to foster relationships with school colleagues, parents and families, and agencies in the larger community to support students' learning and well-being.

Candidates preparing to work in schools as teachers or other school professionals need a sound professional knowledge base to understand learning and the context of schools, families, and communities. They understand and are able to apply knowledge related to the social, historical, and philosophical foundations of education,¹³ professional ethics, law, and policy. They know the ways children and adolescents learn and develop, including their cognitive and affective development and the relationship of these to learning. They understand language acquisition; cultural influences on learning; exceptionalities;¹⁴ diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools. They are able to appropriately and effectively integrate technology and information literacy in instruction to support student learning. They understand the importance of using research in teaching and other professional roles and know the roles and responsibilities of the education profession.

Candidates for all professional education roles develop and model professional dispositions that are expected of educators. The unit includes as professional dispositions the ideal of fairness and the belief that all students can learn. Based on its mission, the unit may determine additional professional dispositions it wants candidates to develop. The unit articulates professional dispositions as part of its conceptual framework. The unit systematically assesses the development of appropriate professional dispositions by candidates.¹⁵ Professional dispositions are not assessed directly; instead the unit assesses dispositions based on observable behavior in educational settings.

¹² This list is based on the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). The complete INTASC document includes knowledge, professional dispositions, and performance related to each principle. It is available on the website of the Council of Chief State School Officers (CCSSO), www.ccsso.org/intasc.html.

¹³ Information about what candidates should understand and be able to apply related to the social, historical, and philosophical foundations of education may be obtained from the standards promulgated by the Council for Social Foundations of Education.

¹⁴ A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

¹⁵ Codes of ethics may be helpful in thinking about professional dispositions and are available from a number of professional associations, including the National Education Association (NEA) and the Council for Exceptional Children (CEC).

Candidates for all professional education roles are expected to demonstrate the ability to affect student learning. Teachers and teacher candidates have student learning as the focus of their work. They are able to develop and administer appropriate assessments and to use assessments as formative and summative tools. They are able to create meaningful learning experiences by judging prior student knowledge, planning and implementing lessons, assessing student learning, reflecting on student learning, and making adjustments to their teaching to improve learning. Other school professionals are able to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings.

Throughout the program, teacher candidates develop the knowledge bases for analyzing student learning and practice by collecting data and assessing student learning through their work with students. Student learning should be demonstrated directly by all teacher candidates during clinical practice.

Experienced teachers in graduate programs build upon and extend their knowledge and experiences to improve their own teaching and student learning in classrooms. They further develop their knowledge, skills, and professional dispositions to meet the propositions of the National Board for Professional Teaching Standards (NBPTS) for the advanced certification of teachers. These candidates demonstrate their commitment to students, skills to manage and monitor student learning, capacity to think systematically about their practice, ability to learn from experience, and involvement as members of learning communities.¹⁶

Candidates preparing to work in schools in professional roles other than teaching demonstrate the knowledge, skills, and professional dispositions necessary to meet professional,¹⁷ state, and institutional standards reflected in the unit's conceptual framework. Candidates in programs for other school professionals should meet professional standards designed for programs preparing:

- educational technology specialists
- instructional technology specialists
- reading specialists/literacy coaches
- school leaders, including principals, curriculum and instruction specialists, and superintendents
- school library media specialists
- school psychologists
- special education administrators, educational diagnosticians, and special education technology specialists
- technology facilitators
- technology leaders
- other school professionals

Candidates in these graduate programs develop the ability to apply research and research methods. They also develop knowledge of learning, the social and cultural context in which learning takes place, and practices that support learning in their professional roles. Candidates might assess the school environment

¹⁶ Additional information about the propositions and the National Board's assessments for experienced teachers can be found on NBPTS' website, www.nbpts.org.

¹⁷ NCATE's professional standards for these fields and the directions for preparing documentation can be downloaded from its website, www.ncate.org. A list of programs with professional standards can be found on page 47.



by collecting and analyzing data on student learning as it relates to their professional roles and developing positive environments supportive of student learning. Institutions must submit program documentation, including candidate assessments, scoring guides, and performance data that responds to professional standards for national and/or state review prior to and during the on-site visit.

This standard includes expectations for the knowledge, skills, and professional dispositions of candidates in initial teacher preparation and advanced level programs. Initial teacher preparation programs include all programs that prepare individuals for their first license in teaching. These programs can be offered at the undergraduate or graduate levels. They include five-year programs, master's programs, and postbaccalaureate programs that prepare individuals for their first license in teaching.

Advanced programs include programs for licensed teachers continuing their education as well as programs for other school professionals. Advanced programs include programs for teachers who are preparing at the graduate level for a second license in a field different from the field in which they have their first license; programs for teachers who are seeking a master's degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include programs for other school professionals. Examples of these are programs in school counseling, school psychology, educational administration, and reading specialization. All advanced level programs are taught at the graduate level. In instances where there is uncertainty about the program level, institutions should seek assistance from NCATE's website or contact the NCATE office for clarification.

Standard 2: *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2a. ASSESSMENT SYSTEM

UNACCEPTABLE

The unit has not involved its professional community in the development of its assessment system. The unit's assessment system is limited in its capacity to monitor candidate performance, unit operations, and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are based on a single or few assessments. The unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.

ACCEPTABLE

The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community. The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.

TARGET

The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices consistent with the results of these studies.



2b. DATA COLLECTION, ANALYSIS, AND EVALUATION

UNACCEPTABLE

The unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. The unit cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.

ACCEPTABLE

The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit maintains records of formal candidate complaints and documentation of their resolution. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.

TARGET

The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit has a system for effectively maintaining records of formal candidate complaints and their resolution. The unit is developing and testing different information technologies to improve its assessment system.



2c. USE OF DATA FOR PROGRAM IMPROVEMENT

UNACCEPTABLE

The unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit fails to make changes in its courses, programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Faculty do not have access to candidate assessment data and/or data systems. Candidates and faculty are not regularly provided formative feedback based on the unit's performance assessments.

ACCEPTABLE

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations. Faculty have access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.

TARGET

The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

SUPPORTING EXPLANATION:

The unit has a professional responsibility to ensure that its programs and graduates are of the highest quality. The unit manages the assessment system, which includes both program and unit data. Units conduct assessments at the unit or program level or in a combination of the two. Meeting this responsibility requires the systematic gathering, summarizing, and evaluation of data and using the data to strengthen candidate performance, the unit, and its programs. Units are expected to use information technologies to assist in data management. The unit's assessment system should examine the (1) alignment of instruction and curriculum with professional, state, and institutional standards; (2) efficacy of courses, field experiences, and programs, and (3) candidates' attainment of content knowledge and demonstration of teaching that leads to student learning or other work that supports student learning. It should include the assessment of candidates' content knowledge, pedagogical and/or professional knowledge and skills, professional dispositions, and their effects on student learning as outlined in professional, state, and institutional standards and identified in the unit's conceptual framework. The assessment system should be based on the assessments and scoring guides that are the foundation for NCATE's program review process (i.e., licensing exam scores and assessments of content knowledge, planning, clinical practice, and student learning).

Preparation of professional school personnel is a dynamic and complex enterprise, and one that requires units to plan and evaluate on a continuing basis. Program review and refinement are needed, over time, to ensure quality. Candidate assessments and unit evaluations must be purposeful, evolving from the unit's conceptual framework and program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as what candidates know and can do. The measures themselves must be of a quality that can actually inform the important aspects of faculty, curriculum, instruction, and candidate performance.



Fairness, consistency, accuracy, and avoidance of bias in the assessment system must be considered, especially when the assessments are used to determine whether candidates continue in or complete programs. Attention must be paid to the potential adverse impact of the assessments on a diverse pool of teacher candidates. In addition, the unit assessments and evaluations must consider how to provide and use information constructively from various sources—the unit, field experiences, clinical sites, general education courses, content courses, faculty, candidates, graduates, and employers. Technology should play an increasingly important role in data gathering and analysis, as well as more broadly in unit planning and evaluation.

Assessment systems include plans and timelines for data collection and analysis related to candidates and unit operations. Assessment systems usually have the following features:

- Unit faculty collaborate with members of the professional community to implement and evaluate the system.
- Professional, state, and institutional standards are key reference points for candidate assessments.
- The unit embeds assessments in programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback.
- The unit uses multiple indicators (e.g., 3.0 GPA, mastery of basic skills, general education knowledge, content mastery, and life and work experiences) to identify candidates with potential to become successful teachers or assume other professional roles in schools at the point of entry into programs (as a freshman, junior, or postbaccalaureate candidate).
- The unit has multiple decision points, (e.g., at entry, prior to clinical practice, and at program completion).
- The unit administers multiple assessments in a variety of forms and aligns them with candidate proficiencies. These may come from end-of-course evaluations, written essays, or topical papers, as well as from tasks used for instructional purposes (such as projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communicating with parents, families, and school communities).
- The unit uses information available from external sources such as state licensing exams, evaluations during an induction or mentoring year, employer reports, follow-up studies, and state program reviews.
- The unit has procedures to ensure credibility of assessments: fairness, consistency, accuracy, and avoidance of bias.
- The unit establishes scoring guides, which may be rubrics, for determining levels of candidate accomplishment and completion of their programs.
- The unit uses results from candidate assessments to evaluate and make improvements in the unit, and its programs, courses, teaching, and field and clinical experiences.
- In the evaluation of unit operations and programs, the unit collects, analyzes, and uses a broad array of information and data from course evaluations and evaluations of clinical practice, faculty, admissions process, advising system, school partnerships, program quality, unit governance, etc.



Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3a. COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS

UNACCEPTABLE

The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. The unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.

ACCEPTABLE

The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.

TARGET

Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

3b. DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

UNACCEPTABLE

Candidates do not meet entry and exit criteria for clinical practice. Field experiences are not linked to the development of proficiencies delineated in professional, state, and institutional standards. Field experiences and clinical practice do not reflect the unit's conceptual framework and do not help candidates develop the competencies delineated in standards. Clinical practice does not provide opportunities to use information technology to support teaching and learning. Candidate coursework is not fully integrated into the clinical setting. Clinical practice is

ACCEPTABLE

Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, pro-

TARGET

Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others.



not long or intensive enough for candidates to develop or demonstrate their ability to take full responsibility for the roles for which they are preparing.

Criteria for school faculty are not known. School faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.

Candidates in advanced programs for teachers do not participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, or reflect on their practice. Candidates in programs for other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. The field experiences and clinical practice for these programs do not involve the analysis of data, the use of technology and current research, or the application of knowledge related to students, families, and communities.

professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting.

Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors.

Clinical faculty, which includes both higher education and P–12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.

Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.

Candidates in advanced programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.



3c. CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS TO HELP ALL STUDENTS LEARN

UNACCEPTABLE

Assessments before admission to and used during clinical practice are not linked to candidate competencies delineated in professional, state, and institutional standards. Assessments do not examine candidates' effect on student learning. Assessments of candidate performance are not conducted jointly by candidates and clinical faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in their field experiences or clinical practice.

ACCEPTABLE

Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P-12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

TARGET

Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.



SUPPORTING EXPLANATION:

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other professional school roles. They provide the opportunity for candidates to develop the knowledge, skills, and professional dispositions in the unit's conceptual framework in a variety of settings appropriate to the content and level of their program. Designed and sequenced well, field experiences and clinical practice help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is the culminating experience for teacher candidates at the baccalaureate level. Internships at the postbaccalaureate or master's level are often integrated with coursework throughout the program. Candidates preparing for new roles such as special education teachers or principals or school psychologists at the graduate level are expected by their profession to complete internships as part of their preparation programs.

Licensed teachers who are continuing their education in advanced programs are expected to complete structured field experiences in settings that (1) deepen their understanding of the knowledge, skills, and professional dispositions that foster student learning and (2) broaden their ability to apply this knowledge and these skills and professional dispositions so that they are able to help all students learn. These structured field experiences can take place in multiple settings such as neighboring schools or school districts, day care centers and after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Candidates preparing for other professional roles in schools are also expected to complete field experiences and clinical practice. The field experiences should introduce candidates to the various responsibilities of the roles for which they are preparing and help candidates meet expectations in the standards of the respective professional organizations. Both field experiences and clinical practice for these candidates can take place in settings such as neighboring schools or school districts, day care centers and after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work. The clinical experience should allow candidates to assume the roles for which they are preparing under the supervision of clinical faculty.

Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, participate in service learning projects, or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing. Clinical practice provides opportunities for candidates to interact with students' families and communities in ways that support student learning. Clinical practice provides for candidates' use of information technology to support teaching, learning, and other professional responsibilities.

The unit and school partners collaboratively design and implement field experiences and clinical practice,



including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

Accountability for clinical practice includes (1) the application of both entry and exit requirements for candidates; (2) candidates' demonstration of content, pedagogical, and professional knowledge aligned with standards; (3) candidates' demonstration of proficiencies in early field experiences; (4) candidates' application of the skills, knowledge, and professional dispositions defined by the unit in its conceptual framework, including the capacity to have a positive effect on P–12 student learning; and (5) candidates' demonstration of skills for working with colleagues, parents and families, and communities. The unit and its school partners use diverse assessment approaches to evaluate candidates.

Candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are preparing. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.



Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

4a. DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

UNACCEPTABLE

The unit has not articulated candidate proficiencies related to diversity identified in the unit's conceptual framework. The curriculum and field experiences for the preparation of educators do not prepare candidates to work effectively with diverse populations, including English language learners and students with exceptionalities. Candidates do not understand the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not include data on candidates' ability to incorporate multiple perspectives into their teaching or service, develop lessons or services for students with different learning styles, accommodate linguistically and culturally diverse students and students with exceptionalities, and communicate effectively with diverse populations.

ACCEPTABLE

The unit clearly articulates proficiencies related to diversity identified in the unit's conceptual framework that candidates are expected to develop during their professional programs. Curriculum and field experiences provide a well grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. Candidates connect lessons, instruction, or services to students' experiences and cultures. They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. Candidates incorporate multiple perspectives in the subject matter being taught or services being provided. They develop a classroom and school climate that values diversity. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

TARGET

Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework. They are based on well developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation. Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving their practice and the institution's programs.



4b. EXPERIENCES WORKING WITH DIVERSE FACULTY

UNACCEPTABLE

Candidates in conventional or distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty who are from one gender group or are members of only one ethnic/racial group.¹⁸ Professional education and school faculty have limited knowledge and experiences related to diversity. The unit has not demonstrated good-faith efforts to recruit and maintain male and female faculty from diverse ethnic/racial groups.

ACCEPTABLE

Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups.¹⁹ Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.

TARGET

Candidates in conventional and distance learning programs interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups. Higher education and school faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

4c. EXPERIENCES WORKING WITH DIVERSE CANDIDATES

UNACCEPTABLE

Candidates engage in professional education experiences in conventional or distance learning programs with candidates who are from one gender group or from the same socioeconomic group or ethnic/racial group.²⁰ Unit activities for candidates do not encourage or support the involvement of candidates from diverse populations. The unit has not demonstrated good-faith efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.

ACCEPTABLE

Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups.²¹ They work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.

TARGET

Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups. The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.

¹⁸ Ethnic/racial groups expected for this element are those reported in the United States Census. They include Hispanics of any race, and for non-Hispanics only: American Indians/Alaskan Aleuts, Asian, Black or African American, Native Hawaiians/Other Pacific Islanders, Whites, and two or more races.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.



4d. EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P–12 SCHOOLS

UNACCEPTABLE

In conventional or distance learning programs, not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic/racial, gender, language, and socioeconomic groups.²² The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning for all students.

ACCEPTABLE

Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups.²³ Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

TARGET

Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

SUPPORTING EXPLANATION:

America's classrooms are becoming increasingly diverse; over 40 percent of the students in P–12 classrooms are students of color. Twenty percent of the students have at least one foreign-born parent, many with native languages other than English and from diverse religious and cultural backgrounds. Growing numbers of students are classified as having disabilities. At the same time, teachers of color are less than 20 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Therefore, all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations and with exceptionalities to ensure that all students learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, professional dispositions that respect and value differences, and skills for working with diverse populations.

One of the goals of this standard is the development of educators who can help all students learn or support their learning through their professional roles in schools. This goal requires educators who can reflect multicultural and global perspectives that draw on the histories, experiences, and representations of students and families from diverse populations. Therefore, the unit has the responsibility to provide opportunities for candidates to understand diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice must be designed to help candidates understand

²² Ibid.

²³ Ibid.

the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic/racial cultural and linguistic differences, and gender differences, and the impact of these factors on learning. Proficiencies, including those related to professional dispositions and diversity, are drawn from the standards of the profession, state, and institution. Candidates are helped to understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation, and language on students and their learning. Proficiencies related to diversity are identified in the unit's conceptual framework. They are clear to candidates and are assessed as part of the unit's assessment system.

Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic/racial, language, gender, and socioeconomic groups. Clinical faculty design learning experiences for candidates to help them process diversity concepts and provide feedback to them about their performance. Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations.

A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences. It provides for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of diversity. In this regard, the unit recruits, admits or hires, and retains candidates and faculty from diverse populations. A plan that is monitored and revised regularly may provide guidance in ensuring and maintaining diverse representation.

Candidates have the opportunity to interact with adults, children, and youth from their own and other ethnic/racial cultures throughout their college careers, and particularly in their professional preparation programs. Candidates, higher education faculty, school faculty, and P–12 students with whom candidates work are from diverse ethnic/racial, language, gender, and socioeconomic groups. Candidates also have opportunities to work with adults and students with exceptionalities.



Standard 5: *Faculty*²⁴ *Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5a. QUALIFIED FACULTY

UNACCEPTABLE

The majority of professional education faculty does not have earned doctorates. The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had contemporary professional experiences in school settings.

ACCEPTABLE

Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

TARGET

Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

²⁴ Faculty refers to both professional education faculty who are employed by higher education institutions and P-12 school professionals who supervise clinical practices.

5b. MODELING BEST PROFESSIONAL PRACTICES IN TEACHING

UNACCEPTABLE

Professional education faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Professional education faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. They seldom model the use of information technology in their own teaching. Few professional education faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.

ACCEPTABLE

Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

TARGET

All professional education faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

5c. MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP

UNACCEPTABLE

Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools and related to the missions of the unit and the institution.

ACCEPTABLE

Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.

TARGET

All professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. Their scholarly work is driven by the missions of their units and institutions. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.



5d. MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

UNACCEPTABLE

Few professional education faculty are actively involved in service activities for the college or university. They are providing limited or no services to schools and demonstrate limited or no collaboration with faculty in other college or university units. Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national, or international levels.

ACCEPTABLE

Most professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They collaborate with the professional world of practice in P–12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

TARGET

All professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P–12 schools. They collaborate regularly and systematically with P–12 practitioners and with faculty in other college or university units. They are actively engaged in a community of learners. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

5e. UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

UNACCEPTABLE

The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.

ACCEPTABLE

The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.

TARGET

The unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

5f. UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

UNACCEPTABLE

Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.

ACCEPTABLE

Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.

TARGET

The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced professional education faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.



SUPPORTING EXPLANATION:

Faculty in higher education and partner schools are critical to the development of high quality professional educators to staff the nation's schools. They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning. Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn. The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in setting the stage for continuous professional development by the candidates under their tutelage. Faculty know and understand the professional, state, and institutional standards identified in the unit's conceptual framework and work to ensure that candidates master these standards.

Faculty make candidate and P–12 student learning central in their professional work. They are actively engaged as a community of learners and model good teaching. They inquire systematically into and reflect upon their own practice and are committed to lifelong professional development. Faculty provide leadership in developing, implementing, and evaluating preparation programs that embrace diversity and are rigorous, relevant, and grounded in theory, research, and best practice. They collaborate with members of the university and professional community to improve teaching, learning, and teacher education. They serve as advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the education professions. They also contribute to improving the teacher education profession.²⁵ Faculty are actively involved in professional associations as shown through their provision of education-related service and leadership at the local, state, national, and international levels.

Professional education faculty are teacher scholars who value teaching and learning in their own work. They inquire into and contribute to one or more areas of scholarly work related to teaching, learning, or teacher education. They exhibit intellectual vitality in their teaching, scholarship, and service. Scholarship is broadly defined and extends beyond traditional research and publications. Scholarly inquiry may include application of knowledge, interpretation or integration of current research findings in new settings, and rigorous and systematic study of pedagogy. All scholarly inquiry includes submission of one's work for professional review and evaluation by peers outside one's own institution.

One of the roles of faculty is to be aware of new and developing research in their fields and emerging theories and practice. They are engaged in deepening understanding of research and practice that informs their work. Professional education faculty model the use of performance assessments in their own work. They are assessing the effects of their teaching on the learning of candidates and using their findings to strengthen their own practice. They are also expanding their knowledge of and skills related to diversity and exceptionalities and integrating these concepts in their teaching. They continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn. Faculty participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

²⁵ These expectations are drawn from the "Standards for Teacher Educators" of the Association of Teacher Educators.



The unit's responsibility for the performance of professional education faculty includes systematic and comprehensive evaluations conducted by both candidates and peers. Evaluations are designed to collect data on the quality of faculty teaching, scholarly contributions, and service. They are used to improve faculty performance through the provision and support of professional development activities.

Standard 6: *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. UNIT LEADERSHIP AND AUTHORITY

UNACCEPTABLE

Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating P–12 teachers and other practicing educators in program design, implementation, and evaluation. The unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The unit does not ensure that candidates have access to student services such as advising or counseling. The unit is not recognized as a leader on campus or within the educational community.

ACCEPTABLE

The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

TARGET

The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

6b. UNIT BUDGET

UNACCEPTABLE

Budgetary allocations to the unit, either in total or in comparison with other units on campus with clinical components or similar units at other campuses, do not support programs at levels necessary for candidates to meet standards.

ACCEPTABLE

The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

TARGET

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.



6c. PERSONNEL

UNACCEPTABLE

Unit workload policies including class-size and online course delivery do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P–12 collaboration, and service. Faculty loads for teaching on campus and online generally exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit’s use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on program quality.

ACCEPTABLE

Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P–12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

TARGET

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include online course delivery in determining faculty load. The unit’s use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

6d. UNIT FACILITIES

UNACCEPTABLE

Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.

ACCEPTABLE

The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction.

TARGET

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.



6e. UNIT RESOURCES INCLUDING TECHNOLOGY

UNACCEPTABLE

Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Professional education faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information. Resources for distance learning programs do not provide sufficient reliability, speed, or confidentiality of connection in the delivery system.

ACCEPTABLE

The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.

TARGET

The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that serve not only the unit but also a broader constituency. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.

SUPPORTING EXPLANATION:

The unit performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to directly manage or coordinate all programs offered at the institution for the initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus as well as educators in P–12 schools.

The unit has designed, established, and maintained a structure and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data, as described under Standard 2, to ensure that candidates meet standards.

The unit and its faculty have created a work climate that promotes intellectual vitality, best teaching practice, and scholarship. Policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. Faculty load must consider the amount of time required for online delivery of courses and course components and provision of electronic support to candidates. Faculty are actively



engaged in schools and with teachers and other school personnel to design, evaluate, and deliver preparation programs. Assignments provide time to collaborate with school and other college or university faculty.

The unit maintains an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards. Programs for the initial and continuing preparation of educators require work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or an internship. Clinical work in education, like other professional fields, requires adequate resources. It involves school as well as college or university faculty in teaching, providing feedback, and coaching to ensure that candidates are able to demonstrate the knowledge, skills, and professional dispositions expected in professional, state, and institutional standards. Sufficient resources, including information technology resources, are necessary to offer all of the programs at the institution that prepare educators to work in schools, including the delivery of high-quality field experiences and clinical practice.

NCATE Program Standards²⁶

NCATE ensures the quality of programs for the preparation of teachers and other school professionals through a program review process that is part of the accreditation review. Reviewers from specialized professional associations (SPAs)²⁷ examine programs and write a report on their findings. Institutions must provide evidence that candidates in these programs know the content of their field and how to teach it effectively or apply it in their role as a school leader, school library media specialist, etc. Those programs that meet the standards are noted as nationally recognized programs by NCATE. Program review results provide a primary source of evidence for Board of Examiner findings on Standard 1, *Candidate Knowledge, Skills, and Professional Dispositions*.

Following is a list of the program areas for which there are professional standards for educator preparation within NCATE's system. Immediately after the list are summaries of each set of program standards. The full text of each set of standards can be found on NCATE's website; visit www.ncate.org and click *Standards*, then *Program Standards*. All program standards are revised regularly.

COMPUTER SCIENCE

International Society for Technology in Education (ISTE)

- Initial Secondary Computer Science Education

EDUCATIONAL TECHNOLOGY LEADERSHIP

International Society for Technology in Education (ISTE)

- Advanced Educational Technology Leadership

EARLY CHILDHOOD EDUCATION

National Association for the Education of Young Children (NAEYC)

- Initial Early Childhood Education
- Advanced Early Childhood Education

ELEMENTARY EDUCATION

Association for Childhood Education International (ACEI)

- Initial Elementary Education

EDUCATIONAL LEADERSHIP

Educational Leadership Constituent Council (ELCC)

- Advanced Educational Leaders at the Building Level
- Advanced Educational Leaders at the District Level

ENGLISH LANGUAGE ARTS (SECONDARY)

National Council of Teachers of English (NCTE)

- Initial Secondary English Language Arts

EDUCATIONAL TECHNOLOGY FACILITATION

International Society for Technology in Education (ISTE)

- Advanced Educational Technology Facilitation

ENVIRONMENTAL EDUCATION

North American Association for Environmental Education (NAAEE)

- Initial Environmental Education

²⁶ Program standards listed here may be found on NCATE's website (www.ncate.org); click on "Standards" and "Program Standards" for the most up-to-date versions.

²⁷ In some states, NCATE relies on the state review instead of specialized professional association (SPA) review of programs to provide evidence that candidates know the subject matter and can teach effectively. For more information on the standards that apply in each state, see NCATE's website.



FOREIGN LANGUAGE

American Council on the Teaching of Foreign Languages (ACTFL)

- Initial Foreign Language

GIFTED AND TALENTED EDUCATION

**National Association for Gifted Children--
Council for Exceptional Children (NAGC-CEC)**

- Initial Gifted Education

HEALTH EDUCATION

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/American Association for Health Education (AAHE)

- Initial Health Education

MATHEMATICS EDUCATION

National Council of Teachers of Mathematics (NCTM)

- Initial Elementary Mathematics
- Initial Middle Level Mathematics
- Initial Secondary Mathematics

MIDDLE SCHOOL

National Middle School Association (NMSA)

- Initial Middle Level
- Middle Level Masters
- Middle Level Doctoral

PHYSICAL EDUCATION

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)

- Initial Physical Education
- Advanced Physical Education

READING PROFESSIONAL

International Reading Association (IRA)

- Advanced Reading and/or Literacy

SCHOOL LIBRARY MEDIA SPECIALIST

American Library Association (ALA)

- Advanced School Library Media Specialist

SCHOOL MEDIA AND EDUCATIONAL TECHNOLOGY

Association for Educational Communications and Technology (AECT)

- Advanced ECIT

SCHOOL PSYCHOLOGIST

National Association of School Psychologists (NASP)

- Advanced School Psychology

SCIENCE EDUCATION

National Science Teachers Association (NSTA)

- Initial Middle School License
- Initial Secondary Science

SOCIAL STUDIES

National Council for the Social Studies (NCSS)

- Initial Social Studies

SPECIAL EDUCATION

Council for Exceptional Children (CEC)

- Initial Special Education
- Advanced Special Education Role (e.g., administrator, educational diagnostician, transition specialist, etc.)

TEACHING ENGLISH AS A SECOND LANGUAGE

Teachers of English to Speakers of Other Languages (TESOL)

- Initial English as a Second Language

TECHNOLOGY EDUCATION

International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)

- Initial Technology Education

Computer Science Program Standards:

WHAT A COMPUTER SCIENCE TEACHER MUST KNOW AND BE ABLE TO DO

The NCATE Computer Science Education Program Standards, developed with the International Society for Technology in Education (ISTE), identify criteria for candidates preparing to serve as teachers of secondary computer science. Candidates completing this program will exhibit knowledge, skills, and dispositions equipping them to teach application usage, computer science concepts, information technology fluency, and computer programming.

Computer science teachers understand and demonstrate expertise in programming language, control structures and, problem solving. They challenge students to design and test programs in various programming paradigms.

Computer science teachers effectively use and instruct how varying computer and operating systems function. They understand the many components and applications of the computer system network.

They understand various levels of data and information structures. Teachers engage students in computer science-related studies that provide examples of data and information structures.

Teachers inform students on the use of computers and their relation to current social issues and significant historical events. Teachers provide students with opportunities to participate in independent and group computer science research projects.

Teachers plan appropriate lessons and activities for students in programming and computer science concepts and issues. They create tests and evaluations to assess the effectiveness of lesson goals and provide student feedback.

Teachers assist in computer science labs and tutoring programs for students.

Teachers incorporate computer lab hours into instruction, requiring students to complete independent study in computing facilities.

Teachers develop self-assessment strategies to evaluate their own teaching methods. They use assessment results to change and/or improve instructional practice.

Teachers encourage students to take advantage of career and college guidance. Teachers promote extra-curricular activities such as computer clubs and organized competitions as a resource for professional growth and development.

For the full text of the Computer Science Program Standards of the International Society for Technology in Education, visit www.ncate.org and click *Standards*, then *Program Standards*.



Early Childhood Education Program Standards:

WHAT AN EARLY CHILDHOOD PROFESSIONAL MUST KNOW AND BE ABLE TO DO

Early childhood professionals use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Early childhood professionals know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Early childhood professionals know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Early childhood professionals integrate their understanding of and relationships with children and families, their understanding of developmentally effective approaches to teaching and learning, and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Early childhood professionals understand the importance of each content area in young children's learning. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies, as well as for children, families, and the profession in general.

For the full text of the Early Childhood Program Standards of the National Association for the Education of Young Children, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Educational Leadership Program Standards:

WHAT AN EDUCATIONAL LEADER MUST KNOW AND BE ABLE TO DO

Educational leaders have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

These leaders have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Educational leaders have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

These leaders have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Educational leaders have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in these Standards through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

For the full text of the Educational Leadership Program Standards of the Educational Leadership Constituent Council, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Educational Technology Facilitation Program Standards:

WHAT AN EDUCATIONAL TECHNOLOGY FACILITATOR MUST KNOW AND BE ABLE TO DO

The NCATE Technology Facilitation Program Standards, developed with the International Society for Technology in Education (ISTE), identify criteria for teachers preparing to serve as building/campus-level technology facilitators. Facilitators provide professional development, mentoring, and basic technical assistance to teachers in their efforts to address student learning needs including the National Educational Technology Standards for Students (ISTE, 2007).

Educational technology facilitators understand and demonstrate expertise in technology operations and concepts. Facilitators assist teachers in identifying technology systems and resources to meet specific student learning needs.

They create interactive and effective learning environments and experiences using technology; work closely with teachers to develop curriculum units aligned with national, district, and state standards; and help teachers to apply instructional designs and manage student learning in a technology-enhanced classroom.

Facilitators implement methods to integrate technology and research tools to support the curriculum. They incorporate media-based tools, the Internet, and distance learning systems into the instructional design. Facilitators use technology resources to accommodate diverse learners and classroom settings.

Facilitators help teachers apply technology-enhanced assessment and evaluation methods and strategies as tools to improve instruction and student learning.

They use online multimedia tools, digital resources, and distance learning systems to promote and increase personal/professional development. They create an interactive relationship between the community and the school through electronic mail, collaborative development, online conferencing, and web browsers.

They assist teachers in understanding social and legal issues involved in the use of technology in P–12 schools, helping them to use technology to facilitate increased learning among students with diverse learning needs and to create a safe and healthy technology-enhanced learning environment.

Facilitators integrate software/computer systems, multimedia tools, and online media and environments into instructional designs. Facilitators provide a support system to administrators, teachers, and students to increase the use of technology to improve student learning.

Facilitators understand the history of technology in schools and examine and evaluate curriculum activities aligned with national, state, and local standards.

For the full text of the Educational Technology Facilitation Program Standards of the International Society for Technology in Education, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Educational Technology Leadership Standards:

WHAT AN EDUCATIONAL TECHNOLOGY LEADER MUST KNOW AND BE ABLE TO DO

The NCATE Technology Leadership Program Standards, developed with the International Society for Technology in Education (ISTE), identify criteria for teachers preparing to serve as technology directors, coordinators, or specialists. Special preparation in computing systems, facilities planning and management, instructional program development, staff development, and other advanced uses of technology to support student learning and assessment will prepare teachers to serve in technology-related leadership positions at district, regional, or state levels.

Educational technology leaders demonstrate that they have met the foundational Technology Facilitation (TF) Standards before full admission to candidacy for the Technology Leadership Program.

Technology leaders demonstrate advanced understanding of technology operations and concepts, and they identify and offer a variety of professional development opportunities that facilitate continued growth and understanding of operations and concepts related to technology in education.

Leaders design instructional units appropriate for addressing the diverse needs of learners. They identify and use technology resources that reflect content standards and are consistent with current research on teaching and learning with technology. They design teaching methods that integrate communication, research, and problem-solving tools. Leaders create instructional units that include major research findings and trends related to the use of technology.

Leaders use strategies to assess student learning and create methods for measuring the effectiveness of technology resources for learning, communication, and productivity.

They engage in ongoing evaluations to make informed decisions regarding the use of technology to support student learning. They use different forms of technology to provide learning opportunities for students, teachers, administrators, and staff.

Leaders understand the legal and ethical issues related to technology use, identify resources, and implement instructional methods to meet diverse learning needs.

They develop, manage, and evaluate school technology facilities and resources. They develop and use policies and procedures for (1) equitable access to technology, (2) safe use of technology, and (3) management of technology resources for students, faculty, and administrators.

Educational technology leaders facilitate development of a shared vision for comprehensive integration of technology and foster environments and cultures conducive to the realization of the vision. They apply educational and technology-related research in the development of technology curriculum plans that are consistent with state and national standards.

For the full text of the Educational Technology Leadership Standards of the International Society for Technology in Education, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Elementary Education Program Standards:

WHAT AN ELEMENTARY TEACHER MUST KNOW AND BE ABLE TO DO

DEVELOPMENT, LEARNING AND MOTIVATION

Elementary teachers know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

Reading, Writing, and Oral Language – Elementary teachers demonstrate a high level of competence in use of English language arts, and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

Science – They know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Elementary teachers can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

Mathematics – Elementary teachers know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

Social Studies – They know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

The Arts – Elementary teachers know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

Health Education – They know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

Physical Education – They know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.



INSTRUCTION

Integrating and Applying Knowledge for Instruction – Elementary teachers plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Adaptation to Diverse Students – They understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Development of Critical Thinking and Problem Solving – They understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

Active Engagement in Learning – Elementary teachers use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

Communication to Foster Collaboration – Elementary teachers use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

Assessment for Instruction – Elementary teachers know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

Professional Growth, Reflection, and Evaluation – Elementary teachers are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Collaboration with Families, Colleagues, and Community Agencies – They know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

For the full text of the Elementary Education Standards of the Association for Childhood Education International, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Secondary English Language Arts Program Standards:

WHAT A SECONDARY ENGLISH LANGUAGE ARTS TEACHER MUST KNOW AND BE ABLE TO DO

English teachers complete preparation programs with clear conceptual frameworks that emphasize strong integration of content, current research, theory, and practice in English language arts. They meet performance benchmarks in assessment systems that regularly evaluate performance by using multiple forms of assessment common to all candidates.

English teachers use instruction and assessment that assist students in developing habits of critical thinking and making meaningful and creative connections between the English language arts curriculum and developments in culture, society, and education. Teachers also sustain an inclusive and supportive learning environment in which all students view English language arts as an integral part of their lives and cultures.

English teachers also integrate knowledge of students' language acquisition into instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience; such teachers also show respect for individual differences of ethnicity, race, language, culture, gender, and ability.

They demonstrate a variety of ways to teach composing processes that result in students creating various forms of oral, visual, and written literacy; and these teachers teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

English teachers develop learning experiences that encourage students to demonstrate their ability to read and respond to a wide range of texts of varying complexity; such teachers demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature, and literature for adolescents.

These teachers understand media's influence on culture and people's actions and communication; as a result, teachers use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and how to compose and respond to film, video, graphic, photographic, audio, and multimedia texts.

Teachers also understand the purposes and characteristics of different kinds of curricula and related teaching resources and use instructional materials and technologies consistent with what is known currently about student learning in English language arts.

For the full text of the Secondary English Language Arts Program Standards of the National Council of Teachers of English, visit www.ncate.org and click on *Standards*, then *Program Standards*.

Environmental Education Program Standards:

WHAT AN ENVIRONMENTAL EDUCATION TEACHER MUST KNOW AND BE ABLE TO DO

Environmental education teachers demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice.

Environmental education teachers demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing, and communicating information about the environment.

Environmental education teachers demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. They apply this knowledge to create positive, effective, and responsive learning environments for all students in environmental education.

Environmental education teachers demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs.

They identify and differentiate among a variety of instructional strategies and tools, including instructional technology, that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.

Environmental education teachers possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. They demonstrate an understanding of how assistive technologies can be used in assessment. They use assessment as a means of ongoing evaluation of effective teaching and learning.

Environmental education teachers recognize the importance and benefits of belonging to a professional community, and understand that professional development is a lifelong endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. They understand and accept the responsibilities associated with practicing environmental education.

For the full text of the Environmental Education Standards of the North American Association for Environmental Education, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Foreign Language Program Standards:

WHAT A FOREIGN LANGUAGE TEACHER MUST KNOW AND BE ABLE TO DO

Teachers demonstrate a high level of proficiency in the target language and seek opportunities to develop their proficiency (see full text of standards for a discussion of the specific proficiency levels). Teachers understand the linguistic elements and changing nature of the target language. They recognize the similarities and differences between the target language and other languages.

They understand the connections among the perspectives of a culture and its practices and products, and they integrate cultural framework for foreign language standards into their instructional practices. Teachers use literary and cultural texts to analyze the perspectives of target cultures over time.

They understand language acquisition at various developmental levels and use this knowledge to create supportive and meaningful classroom environments. Teachers provide a range of learning opportunities to meet the needs of diverse language learners.

Teachers understand the goal areas and standards of the *Standards for Foreign Language Learning in the 21st Century* and integrate them into planning and instruction. They use standards and curricular goals to evaluate, select, adapt, and design instructional materials.

They conduct multiple ongoing assessments to measure student performance. They report the results of the assessment to all stakeholders and adjust instruction accordingly.

Teachers engage in professional development opportunities and reflect on their practice. Teachers know the value of foreign language learning and understand their roles as advocates for language learning.

For the full text of the Foreign Language Program Standards of the American Council on the Teaching of Foreign Languages, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Gifted and Talented Education Program Standards

WHAT AN EDUCATOR OF GIFTED CHILDREN MUST KNOW AND BE ABLE TO DO

Educators of the gifted know and demonstrate respect for their students as unique human beings and understand the effects that gifts and talents can have on an individual's learning. They understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

Educators of the gifted practice in multiple roles and complex situations across wide age and developmental ranges. They possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, they emphasize the development, practice, and transfer of advanced knowledge and skills across environments, leading to creative, productive careers for individuals with gifts and talents.

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies, including assistive technologies, to teach oral and written communication skills, matching communication methods to an individual's language proficiency and cultural and linguistic differences.

Assessment is integral to decision-making and teaching for educators of the gifted. Educators of the gifted use the results of assessments to adjust instruction and to enhance ongoing learning. These educators understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Educators of the gifted develop long-range plans anchored in both general and special curricula. Understanding of an individual's abilities and needs, the learning environment, and cultural and linguistic factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress.

Educators of the gifted collaborate with families, other educators, and related service providers to enhance comprehensive program options across educational levels to ensure meaningful learning activities and interactions. They are advocates for individuals with gifts and talents.

For the full text of the Gifted Education Program Standards of the National Association for the Gifted and the Council for Exceptional Children, please visit www.ncate.org and click on *Standards*, then *Program Standards*. The standards are also available on the CEC and NAGC websites at www.cec.sped.org and www.nagc.org.



Health Education Program Standards:

WHAT A HEALTH EDUCATION TEACHER MUST KNOW AND BE ABLE TO DO

Teachers assess individuals and the community to determine health education needs. Teachers use the data from the social and cultural environment and needs of the student to develop an appropriate health education program.

Teachers collaborate with school representatives and community organizations to adequately plan health education programs. They develop goals and learner objectives to provide overall and specific direction for the health education curriculum.

Teachers identify available resources to implement health education planned programs. Teachers use internal and external resources to provide programs that motivate the adoption of a healthy lifestyle.

Teachers administer ongoing program and student evaluations. They develop student assessments to measure student achievement and program effectiveness.

They coordinate health education with other components of the school health program. Teachers form partnerships with school and community health professionals to develop professional development programs for students, school personnel, and community members.

They utilize computerized health information retrieval systems and educational resource materials to implement and evaluate health education programs. They serve as consultants to individuals requesting assistance in solving health-related problems.

They understand and interpret concepts and theories of health education. Teachers use a variety of communication methods in providing health information.

For the full text of the Health Education Program Standards of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE), visit www.ncate.org and click *Standards*, then *Program Standards*.

Mathematics Education Program Standards: WHAT A MATH TEACHER MUST KNOW AND BE ABLE TO DO

SETS OF STANDARDS

The mathematics education program standards provided by the National Council of Teachers of Mathematics (NCTM) are divided into sets based on the grade level candidates will be certified/licensed to teach. Currently, there are three sets – elementary mathematics specialist standards, middle grades mathematics standards, and secondary mathematics standards. Institutions should use the following information to determine which set(s) of standards apply to their program(s):

Elementary Mathematics Specialist – This set of standards is for programs that prepare candidates to teach only mathematics at the elementary level. In other words, the state-issued certificate/license would enable the candidate to teach only mathematics, not all subjects, at a combination of grades between PK-8. If candidates will be able to teach all subjects at the elementary level (not just mathematics), then the program report should most likely address the ACEI standards instead. There are very few programs that use this set of program standards at this time.

Middle Grades Mathematics – This set of standards is for programs that prepare candidates to teach only mathematics at the middle grades level. In other words, the state-issued certificate/license would enable the candidate to teach only mathematics, not all subjects, at a combination of grades between 5-8. If candidates will be able to teach all subjects at the middle grades level (not just mathematics), then the program report should most likely address the NMSA standards instead. Also, if candidates will be able to teach mathematics at the high school level in addition to middle grades, then the program report should address the NCTM secondary mathematics standards instead. There are a growing number of programs that use this set of program standards, but it is still less commonly used than the secondary mathematics standards.

Secondary Mathematics – This set of standards is for programs that prepare candidates to teach only mathematics at the middle or high school level. In other words, the state-issued certificate/license would enable the candidate to teach only mathematics, not all subjects, at a combination of grades between 5-12. This is the most commonly used set of NCTM program standards.

STRUCTURE OF STANDARDS

Each set of NCTM standards contains process standards, content standards, pedagogy standards, and field-based experience standards.

Process Standards – The process standards are based on the belief that mathematics must be approached as a unified whole. Its concepts, procedures, and intellectual processes are so interrelated that, in a significant sense, its “whole is greater than the sum of the parts.” This approach would best be addressed by involvement of the mathematics content, mathematics education, education, and field experience faculty working together in developing the candidates’ experiences.



Likewise, the response to the disposition standard will require total faculty input. This standard addresses the candidates' nature and temperament relative to being a mathematician, an instructor, a facilitator of learning, a planner of lessons, a member of a professional community, and a communicator with learners and their families. Process standards include problem solving, reasoning and proof, mathematical communication, mathematical connections, mathematical representation, technology, and dispositions.

Content Standards – Candidates' comfort with, and confidence in, their knowledge of mathematics affects both what they teach and how they teach it. Knowing mathematics includes understanding specific concepts and procedures as well as the process of doing mathematics. Content standards include knowledge of number and operation; different perspectives on algebra; geometries; calculus; discrete mathematics; data analysis, statistics, and probability; and measurement.

Pedagogy Standards – In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. The pedagogy standard section of each set includes only one standard, but has multiple indicators that must be addressed.

Field-Based Experiences – The development of mathematics teacher candidates should include opportunities to examine the nature of mathematics, how it should be taught and how students learn mathematics; observe and analyze a range of approaches to mathematics teaching and learning, focusing on the tasks, discourse, environment and assessment; and work with a diverse range of students individually, in small groups, and in large class settings. Experiences should cover the range of grade levels included in the program such as middle and high school experiences for secondary mathematics programs. Full-time student teaching experience should be supervised by a highly qualified teacher and a university or college supervisor with mathematics teaching experience at the appropriate level.

For the full text of the Program Standards for Initial Preparation of Math Teachers of the National Council of Teachers of Mathematics, visit www.ncate.org and click on *Standards*, then *Program Standards*.

Middle School Program Standards:

WHAT A MIDDLE SCHOOL TEACHER MUST KNOW AND BE ABLE TO DO

Middle school teachers understand the major concepts, principles and theories of young adolescent development. They create positive learning opportunities that reflect an understanding of the development of all young adolescent learners.

They implement teaming, advisory, extracurricular, and service learning to foster healthy adolescent development. They work with teams and utilize flexible instructional time to maximize student learning.

Middle school teachers design integrated curricula and select materials that are appropriate for all young adolescents. They use assessment strategies to measure student achievement.

These teachers understand and use central concepts, standards, and structures of content in their specific teaching fields. They integrate content using specific teaching and assessment strategies to make interdisciplinary connections.

They engage in individual and collaborative planning and instruction. These teachers use assessment data to adjust future lesson plans.

Middle school teachers understand how prior learning experiences and family backgrounds influence young adolescent learning. They form relationships with the students' families and community to create a collaborative learning experience.

These teachers collaborate with various professionals and participate in continual self-reflection to improve the instructional practice. They serve as mentors and advisors for all young adolescents.

For the full text of the Middle Level Teacher Preparation Standards of the National Middle Schools Association, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Physical Education Program Standards:

WHAT A PHYSICAL EDUCATION TEACHER MUST KNOW AND BE ABLE TO DO

Teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

Teachers understand how individuals learn and develop, and can provide opportunities that support physical, cognitive, social, and emotional development.

They understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

They use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.

Teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals) and seek opportunities to grow professionally.

Teachers use information technology to enhance learning and to enhance personal and professional productivity.

They foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

For the full text of the Physical Education Program Standards of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE), visit www.ncate.org and click on *Standards*, then *Program Standards*.



Reading Professional Program Standards: WHAT A READING PROFESSIONAL MUST KNOW AND BE ABLE TO DO

Reading professionals have knowledge of the foundations of reading and writing processes and instruction. They understand the relationship between major components of reading and fluent reading.

Reading specialists use a wide range of instructional practices and curriculum materials to meet diverse learning needs.

They use various assessment tools and practices to measure the effectiveness of reading instruction. Reading professionals evaluate assessment data to revise reading instruction strategies.

They create learning environments based on student interests, reading abilities, and backgrounds. Reading specialists use books and technology-based information to help motivate learners to become life-long readers and writers.

Reading professionals work with colleagues to observe and provide feedback on each other's practice. They participate in and evaluate professional development programs.

For the full text of the Reading Professionals Program Standards of the International Reading Association, visit www.ncate.org and click on *Standards*, then *Program Standards*.



School Library Media Specialist Program Standards: WHAT A SCHOOL LIBRARY MEDIA SPECIALIST MUST KNOW AND BE ABLE TO DO

School library media specialists use a variety of strategies to ensure access to resources and information to all members of the learning community. They encourage a love of reading, provide access to information in all formats, and promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

School library media specialists teach students how to become effective users of information. They work with classroom teachers and other educational professionals to develop an integrated information skills curriculum and design information skills instruction based on the curriculum as well as student needs and interests. They promote student reading through knowledge of literature and specialized programming.

School library media specialists form partnerships with the greater library and education community to create programs that focus on student achievement, promote personal and professional development, and model the effective use of information and ideas.

School library media specialists administer the library media program based on the mission of the school and principles of best practice in library science and program administration.

For the full text of the School Library Media Specialist Program Standards of the American Library Association/American Association of School Librarians (ALA/AASL), visit www.ncate.org and click on *Standards*, then *Program Standards*.

School Media and Educational Technology Program Standards:

WHAT A SCHOOL MEDIA AND EDUCATIONAL TECHNOLOGY PROGRAM SPECIALIST MUST KNOW AND BE ABLE TO DO

Specialists demonstrate expertise in the development of environments that support learning and teaching through the application of principles from instructional systems design, message design, instructional strategies, and learner characteristics. They emphasize the importance of process, ability to comprehend and apply learning theories, selection of instructional models, the use and effectiveness of experiential background in specific learning situations, and outcomes of performance-based assessment. These are the process technologies of the discipline.

Specialists build a foundation for the development and use of various instructional materials. They promote high learner interactivity and technologically diverse learning environments. They create instructional materials using print, audiovisual, computer-based, and integrated technologies to embed within engaging learning experiences. These are the product technologies of the discipline.

Specialists use processes and resources for learning by applying theories of media utilization, diffusion, implementation, and policy-making. They provide students with learning materials, guidance, and assessments of results to promote continuous growth. Specialists emphasize the implementation of and adherence to policies and regulations of educational technology such as web-based instruction and copyright law. They hold to high ethical and professional standards of practice.

Specialists plan, organize, coordinate, and supervise school media environments through the application of project, resource, delivery system, and information management. They manage and evaluate information monitoring systems. Specialists utilize a variety of organizational methods to provide appropriate learning resources for both teachers and students. Specialists monitor and measure the efficiency of necessary resources such as facilities and technical support, often in collaboration with teachers and other school personnel.

They evaluate the efficiency of instruction and learning through problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. Specialists continuously gather, analyze, and evaluate instructional methods, including applications of process and product technologies, to modify and improve future instructional methods and environments.

For the full text of the standards for School Media Specialist and Educational Technology Specialist Programs of the Association for Educational Communications and Technology, visit www.ncate.org and click on *Standards*, then *Program Standards*.



School Psychologist Program Standards:

WHAT A SCHOOL PSYCHOLOGIST MUST KNOW AND BE ABLE TO DO

The school psychologist candidate demonstrates competency in each of the following domains of professional practice. Competency requires both knowledge and skills. The school psychologist has a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. The school psychologist must demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain.

Data-Based Decision-Making and Accountability – The school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. The school psychologist uses such models and methods as part of a systematic process to collect data and other information, translates assessment results into empirically based decisions about service delivery, and evaluates the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Consultation and Collaboration – The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.

Effective Instruction and Development of Cognitive/Academic Skills – The school psychologist has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Socialization and Development of Life Skills – The school psychologist has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Student Diversity in Development and Learning – The school psychologist has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse



characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

School and Systems Organization, Policy Development, and Climate – The school psychologist has knowledge of general education, special education, and other educational and related services. The school psychologist understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Prevention, Crisis Intervention, and Mental Health – The school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Home/School/Community Collaboration – The school psychologist has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Research and Program Evaluation – The school psychologist has knowledge of research, statistics, and evaluation methods. The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

School Psychology Practice and Development – The school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Information Technology – The school psychologist has knowledge of information sources and technology relevant to their work. The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

(From National Association of School Psychologists, 2000, Standards for Training and Field Placement Programs in School Psychology, <http://nasponline.org/standards/FinalStandards.pdf>).

For the full text of the Standards for Training and Field Placement Programs in School Psychology of the National Association of School Psychologists, including standards for Ed. S. and doctoral programs in school psychology, internship experiences, and performance-based evaluation and accountability, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Science Education Program Standards: WHAT A SCIENCE TEACHER MUST KNOW AND BE ABLE TO DO

Science teachers understand the content of their field of license and supporting fields (biology, chemistry, earth/space science, physics) and can articulate the knowledge and practices of contemporary science, including the unifying concepts of science as recommended by NSTA. They present and interpret major concepts, ideas, and applications in their field of licensure. They understand research methods and findings and themselves conduct scientific investigations. They understand and use mathematics and statistics in their discipline.

They understand the nature of science and effectively engage students in study of the history, culture, philosophy, and practice of science to enable them to distinguish between science and other ways of knowing. They understand the evolution of knowledge in their discipline.

Science teachers plan and implement a curriculum that is consistent with the National Science Education Standards, developed by leading science educators to guide P–12 science teaching, and which has been adopted or adapted by most states. They understand multiple methods of inquiry and engage students in scientific inquiry that requires students to ask questions, design studies, collect and interpret data and draw conclusions and do so in a developmentally appropriate manner. They construct and use effective assessment strategies to determine what students know, to facilitate their development and use the results to guide and modify instruction. They use the results of assessments to engage students in reflective self-analysis.

They engage students in science-related studies and activities that take advantage of local human and natural resources and are important to local issues. They prepare students who, as citizens, will be called upon to make decisions and take actions on science-related issues of interest to society; they successfully engage students in the analysis of problems, including consideration of the costs, benefits, and risks of alternative solutions.

These teachers use a variety of teaching strategies and methods to reach different students. Knowing the research on the teaching of science, they build upon the students' prior beliefs, knowledge, experiences, and interests. They use computer technology and other technologies to facilitate the learning of science.

Science teachers organize safe and effective learning environments. They understand their legal and ethical responsibilities for the welfare of their students. They know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in instruction. They know and follow emergency procedures, maintain safety equipment, and ensure the safety of their students. They treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection and use.

For the full text of the Science Education Program Standards of the National Science Teachers Association, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Social Studies Program Standards:

WHAT A SOCIAL STUDIES TEACHER MUST KNOW AND BE ABLE TO DO

Social studies teachers enable students to analyze diverse cultural perspectives. They understand culture as an integrated whole and explain how groups, societies, and cultures address human needs and concerns.

These teachers apply time, chronology, causality, change, conflict, and complexity to analyze historical change and continuity. They also identify and describe significant historical periods and patterns of change within and across cultures.

Social studies teachers use appropriate geographic tools to calculate distance and organize information about people, places, and location in a spatial context. They describe and analyze relationships among various regional and global patterns of physical systems. They identify and interpret relationships among human beings and their physical environment.

These teachers understand concepts and theories associated with human cognitive and emotional and personal development. They also apply methods and theories in the study of human growth and development of personal identity.

Social studies teachers identify various forms institutions take, their functions, their relationships to one another, and explain how they develop and change over time. They provide students with the opportunity to examine belief systems basic to specific traditions and laws in contemporary and historical societies.

They also understand the purpose of the government and explain the basic concepts of the American political system. They create learning experiences that enable students to analyze governmental mechanisms to meet the needs and wants of citizens.

Social studies teachers analyze the competitive market system. They understand the relationships among the various economic institutions. They assess how values and beliefs influence economic decisions in different societies and apply economic concepts when evaluating historical and contemporary social developments and issues.

They create learning experiences that examine both the interaction and interdependence of science, technology, and society. These teachers also analyze the relationship between science and technology and society's values, beliefs, and attitudes.

Social studies teachers understand the conditions and motivations of global connections and interdependence. They engage students in evaluations of the effects of technology on the global community and the causes of various global issues.



Social studies teachers understand the meaning, origins, and continuing influence of key ideals of the democratic republic government. They also create opportunities for students to identify and evaluate information about public policy, citizenship, and public opinion.

Teachers are required to complete a methods course that focuses on ideas, strategies, and techniques for teaching social studies at the appropriate licensure level. They also engage in field experiences supervised by faculty recognized as exemplary teachers, scholars in the field of social studies and social studies education, and informed about middle and secondary school classrooms and teaching.

There are also five disciplinary standards that must be addressed if the teacher's certificate includes the specific disciplines of history, geography, civics and government, economics, and psychology.

For the full text of the Social Studies Program Standards of the National Council for the Social Studies, please visit www.ncate.org and click on *Standards*, then *Program Standards*.

Special Education Program Standards:

WHAT A SPECIAL EDUCATORS MUST KNOW AND BE ABLE TO DO

Special educators understand the field as an evolving discipline based on theories, evidence-based principles, legal policies, diverse and historical points of view, and social issues that influence the education of individuals with exceptional needs. Special educators demonstrate respect for their students first as unique human beings. Moreover, special educators understand how exceptional conditions²⁸ can interact with human development and they use this knowledge to respond to the needs of individuals with exceptional learning needs.

Special educators are active and resourceful in seeking to understand how language, culture, and familial backgrounds interact with exceptional conditions to impact an individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these differences and their interactions provide the foundation upon which special educators individualize instruction. Special educators possess a repertoire of evidence-based instructional strategies to personalize instruction for individuals and promote positive learning results. They enhance the critical-thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness and self-reliance.

Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal and ethical principles of assessment. Special educators understand measurement theory and practices addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments. Special educators use appropriate technologies to support their assessments.

Special educators create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in which diversity is valued and individuals are taught to live harmoniously and productively. Special educators help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts in their case management and provide guidance and direction to paraeducators and others.

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language. Special educators use individualized

²⁸“Exceptional Condition” is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.



strategies to enhance language development and match their communication to an individual's language proficiency and cultural and linguistic differences. Special educators are familiar with assistive technologies to enhance the communication of individuals with exceptional needs.

Individualized instruction is central to special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula, and they systematically translate these plans into shorter-range goals. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Moreover, special educators embrace their professional role as advocate for individuals with exceptional learning needs. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration as a resource in understanding laws, policies, and effective practice.

Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Special educators are guided by the profession's ethical and professional practice standards. Special educators engage in professional activities. Special educators view themselves as lifelong learners and regularly adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

For the full text of the **Special Education Program Standards of the Council for Exceptional Children**, please visit www.ncate.org and click on *Standards*, then *Program Standards*, or visit www.cec.sped.org.

Teaching English as a Second Language (ESL) Program Standards:

WHAT AN ESL TEACHER MUST KNOW AND BE ABLE TO DO

ESL teachers understand that language is a comprehensive and complex system for communication and interaction. They use this knowledge to help students from culturally and linguistically diverse backgrounds acquire and use English for both social and academic purposes.

ESL teachers understand the nature and role of culture and cultural group identity in language development and academic achievement. They draw on this knowledge to construct environments that support student learning.

ESL teachers understand and can use standards-based practices, strategies, materials, and technologies to plan, implement, and manage ESL and content instruction that support students in accessing the core curriculum.

ESL teachers understand various issues and concepts of assessment and their effect on student learning. They are aware of and can use a variety of standards-based language proficiency and academic assessment tools to inform instruction and demonstrate student growth

ESL teachers know the history of ESL teaching and current research, as well as public policies and regulations in the ESL field. They provide support and advocate for students and their families and work collaboratively with school staff to improve teaching and learning for students.

For the full text of the Teaching English as a Second Language Program Standards of the Teachers of English to Speakers of Other Languages, visit www.ncate.org and click on *Standards*, then *Program Standards*.



Technology Education Program Standards:

WHAT A TECHNOLOGY EDUCATION TEACHER MUST KNOW AND BE ABLE TO DO

Technology education teachers understand and apply concepts and principles of technology when teaching it in the classroom and laboratory. They make connections between technology and other disciplines.

They examine the role of society in the development of technology. They also evaluate the relationship between technology and the environment.

Technology education teachers understand the significance of design in the human-made world. They analyze the engineering process and principles of design.

These teachers evaluate a design, assess the design solution, and create proposals for improvements. They have the knowledge to operate and maintain technological products and systems.

Technology education teachers analyze the principles of various forms of technologies.

They identify and plan a curriculum based on Standards for Technological Literacy for grades K-12. They include up-to-date technological developments and content from other fields of study in the curriculum.

They use a variety of technology materials and processes to enhance student learning. Teachers improve learning and teaching by using self-evaluation and other assessment techniques.

These teachers create learning environments that promote student learning. They use a variety of instructional strategies in order to create rich and effective learning environments.

They plan learning experiences for students of different backgrounds and interests. They also integrate current research about hands-on learning and learning about the content of technology to understand how students learn technology most effectively.

Technology education teachers conduct self-evaluations and develop a professional development plan for self-improvement in instructional practices.

For the full text of the Technology Education Program Standards of the International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE), visit www.ncate.org and click on *Standards*, then *Program Standards*.

Accreditation Decisions

NCATE's Unit Accreditation Board (UAB) renders separate accreditation decisions for the initial teacher preparation and advanced program levels of the unit. In addition, the UAB renders different decisions for institutions undergoing their first accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions.¹

ACCREDITATION DECISIONS AFTER THE FIRST VISIT²

Accreditation. This accreditation decision indicates that the unit meets each of the six NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit should describe progress made in addressing the areas for improvement cited in the report that accompanies NCATE's action letter. The next on-site visit is scheduled five years following the semester of the accreditation visit.

Provisional Accreditation. This accreditation decision indicates that the unit has not met one or more of the standards. When the UAB renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standard(s) within 18 months.

If provisional accreditation is granted, the UAB will require (1) submission of documentation that addresses the unmet standard(s) prior to the next UAB meeting or (2) a focused visit on the unmet standard(s) within 18 months of the semester of the accreditation decision. When a decision is made by the UAB to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within 18 months.

If documentation is submitted under the terms specified in the above paragraph, the UAB may (1) grant accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the UAB. After a focused visit, the UAB will (1) grant accreditation or (2) revoke accreditation.

¹ For the current NCATE policies and procedures, visit the NCATE website at www.ncate.org.

² "First accreditation" refers to institutions not accredited by NCATE at the time of their visit.



If accreditation is granted after the submission of documentation or a focused visit, the next on-site visit is scheduled five years following the semester in which the full accreditation visit occurred.

Denial of Accreditation. This accreditation decision indicates that the unit does not meet one or more of the NCATE standards and has pervasive problems across standards that limit its capacity to offer quality programs that adequately prepare candidates.

Revocation of Accreditation.³ Following a focused visit that occurred as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s). When accreditation is revoked, the institution may request the UAB to reconsider the decision at the next UAB meeting. The institution will have the opportunity to prepare a reconsideration report with additional evidence for consideration by the UAB. At its next meeting, the UAB could sustain or change its earlier revocation decision, which would then be final and not eligible for another reconsideration.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

Accreditation. This accreditation decision indicates that the unit meets each of the six NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit should describe progress made in addressing the areas for improvement cited in the report that accompanies NCATE's action letter. The next on-site visit is scheduled seven years following the semester of the continuing accreditation visit unless the visit was delayed or the state in which the institution is located operates on a five-year cycle.

Accreditation with Conditions. This accreditation decision indicates that the unit does not meet one or more of the NCATE standards. When the UAB renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within 18 months.

If accreditation with conditions is granted, the UAB will require (1) submission of documentation that addresses the unmet standard(s) prior to the next UAB meeting or

³ Accreditation can also be revoked by action of the UAB under the following circumstances: (1) following an on-site visit by a Board of Examiners (BOE) team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Unit Accreditation Board at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of NCATE to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

(2) a focused visit on the unmet standard(s) within 18 months of the accreditation decision. When a decision is made by the UAB to require submission of documentation, the institution may choose to waive that option in favor of the focused visit.

If documentation is submitted under the terms specified in the above paragraph, the UAB may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the UAB. After a focused visit, the UAB will (1) continue accreditation or (2) revoke accreditation.

If accreditation is granted, the next on-site visit is scheduled seven years following the semester in which the continuing accreditation visit occurred unless the visit was delayed or the state in which the institution is located operates on a five-year cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the NCATE standards and has pervasive problems across standards that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within 18 months of the semester in which the probationary decision was rendered. The unit must address all NCATE standards in effect at the time of the probationary review.

Following the on-site review, the UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled five years after the semester of the probationary visit.

Revocation of Accreditation.⁴ Following a comprehensive site visit that occurred as a result of a UAB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the NCATE standards. When accreditation is revoked, the institution may request the UAB to reconsider the decision at the next UAB meeting. The institution will have the opportunity to prepare a reconsideration report with additional evidence for consideration by the UAB. At its next meeting, the UAB could sustain or change its earlier revocation decision, which would then be final and not eligible for another reconsideration.

⁴ Accreditation can also be revoked by action of the UAB under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Unit Accreditation Board at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of NCATE to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.



APPEALS

An institution may appeal a Unit Accreditation Board (UAB) decision to grant provisional accreditation or accreditation with conditions, or probation, or to revoke or deny accreditation. An institution may not appeal a decision after documentation has been submitted to the UAB and it is determined that a focused visit is required. Appeals of accreditation decisions must be made on the grounds that

- NCATE standards were disregarded;
- stated procedures were not followed;
- evidence favorable to the institution and provided to the Board of Examiners was not considered; or
- evidence favorable to the institution and provided to the UAB was not considered.

An institution that elects to appeal, submits an appeals brief to a five-member Appeals Review Panel documenting its case and participates in a 30 minute conference call. The Board of Examiners and UAB Audit Team chairs are invited to participate in the call. An institution that received a decision of revocation or denial of accreditation may appear before the Panel in person.

The Panel does not have the authority to change a UAB decision. If the Panel upholds the appeal, the case is remanded back to the UAB for review during its next meeting. If the appeal is denied, the UAB decision becomes final.

The full NCATE policy on appeals can be found on the NCATE website at www.ncate.org by clicking on *Governance* then *Policies* and *Appeals Policy*.

NCATE Leadership

The associations that constitute NCATE appoint representatives to NCATE's boards and provide financial support. These representatives develop NCATE standards, policies, procedures, and budget.¹ Each association develops its own process for nominating individuals who are experts in their fields. See *Table 1* on page 2 for a list of member associations.

GOVERNING BOARDS

NCATE's Constitution establishes the following five boards:

The **Executive Board** provides overall guidance and direction for the organization; it oversees NCATE's standards, policies, and budget. The Executive Board is comprised of 30 representatives, including the chairs of the Unit Accreditation Board, the State Partnership Board, and the Speciality Areas Studies Board, a public representative, and a National Board for Professional Teaching Standards representative. Each group of associations (teacher educators, teachers, policymakers, and school specialists) shares the remaining seats.

The **Unit Accreditation Board** determines the accreditation status of schools, colleges, and departments of education at colleges and universities, and non-university providers. It is responsible for developing standards, procedures, and policies for accreditation, and oversees on-site visits to institutions, the training of the Board of Examiners (BOE), and other accreditation procedures. The board is composed of 32 members; one-third of the members are teacher educators, one-third are teachers, one-sixth are state and local policymakers, and one-sixth are other school professionals. In addition, one member is from a student organization and one member is a public representative.

The **State Partnership Board** creates collaborative agreements with states to strengthen teacher preparation, reduce duplication of effort between state program approval and professional accreditation, and save time and resources for both the state and institutions. It is responsible for reviewing and approving applications from states wishing to enter into or renew a partnership agreement. This board is composed of 14 members. Two each represent teacher education, teachers, and professional specialty groups; seven

¹ For the current NCATE policies and procedures, visit the NCATE website at www.ncate.org.



represent state and local policymakers; and one represents the public.

The **Specialty Areas Studies Board** approves program standards of specialized professional associations (SPAs) that institutions are required to address as part of the accreditation process. It is responsible for developing the guidelines for approving program standards and making recommendations regarding the program review process. This board is comprised of one representative each from the teacher, teacher education, and policymaker groups, and all representatives from the specialized professional associations not assigned to other boards, plus one public member.

The **Appeals Board** provides individuals from which a five-person Review Panel is selected to hear the appeal of a decision made by another NCATE governing board. The Appeals Board consists of 28 members appointed by NCATE's member associations.

TERMS OF APPOINTMENT

All representatives to NCATE boards are appointed for three years except for special cases that are controlled by the governance documents of a member organization or in the case of appointees to unexpired terms. Regular terms begin on July 1 and end on June 30.

BOARD OF EXAMINERS

Members of on-site visiting teams who review institutions on behalf of NCATE are drawn from NCATE's Board of Examiners (BOE). The board is composed of an equal number of representatives from three groups: teacher educators, teachers, and state and local policymakers/specialty groups. Member organizations nominate board members on the basis of demonstrated expertise in professional education, teaching, research, and/or evaluation. Members are skilled in evaluation techniques such as the interpretation of quantified data, the use of rating scales and questionnaires, interviewing and observation techniques, reading and analyzing narrative information, writing observations and evaluations, and, foremost, making professional judgments. BOE members must have computer and Internet skills that facilitate their use of electronic exhibits.

All BOE members are initially appointed to three-year terms. They undergo intensive training in the application of NCATE standards and in the conduct of an accreditation review. The performance of team members and the chair is evaluated by the institution and by other team members following each on-site review. In addition, the Unit Accreditation Board evaluates the quality of Board of Examiners team reports. This information is included in the record of each member of the Board of Examiners. BOE members may be re-appointed for up to three three-year terms; they may be re-appointed for additional terms if they chair teams.

Each Board of Examiners team assigned to visit an institution includes at least one



member from (a) teacher education, (b) the teaching profession, and (c) other member organizations. Every effort is made to ensure that the majority of the higher education representatives on a team are from institutions that are similar in type to the institution being visited. Teams will also represent gender and ethnic diversity; exceptions may occur when BOE members withdraw close to the time of the visit.

Institutions are allowed to veto members nominated to serve on teams only if a potential conflict of interest exists.

BOARD OF PROGRAM REVIEWERS

Members of teams who review program reports on behalf of NCATE and the specialized professional associations (SPAs) are drawn from NCATE's Board of Program Reviewers (BPR). The board is composed of representatives from all SPAs that have standards that are reviewed as part of the program review process. SPAs nominate board members on the basis of demonstrated expertise in their specific discipline, professional education, teaching, research, and/or evaluation.

All BPR members are initially appointed to three-year terms. They undergo training by their SPA and by NCATE in the application of their SPA's standards and in the conduct of the program review. The performance of program reviewers is evaluated in general by the institution and specifically by their co-reviewers and by their SPA's audit team. BPR members may be re-appointed for a second three-year term and re-appointed for additional terms after participating in another training session.

NCATE AND STATE PARTNERSHIPS

Through its state partnership program, NCATE now collaborates with almost all states, the District of Columbia, and Puerto Rico to review institutions. State partnerships bring rigor to the process of reviewing institutions by integrating state and national standards for teacher preparation. This joint venture also benefits the institution by combining paperwork required for NCATE accreditation and state program approval—thus eliminating duplication of effort and saving institutions both time and money. In partnership states, institutions that elect to do so can simultaneously achieve national professional accreditation and state approval.

NCATE recognizes the diversity among states and tailors its partnerships to the needs of the individual states. The partnerships also save state resources while providing a nationwide professional network of experts in teacher preparation, subject matter content, and state education policy.

For more information on NCATE's State Partnership Program, visit NCATE's website at: www.ncate.org/states.



Glossary of NCATE Terms

Accreditation. (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements.

Accreditation Action Report. The report issued by the Unit Accreditation Board that indicates the unit's accreditation status, standards met, and the areas for improvement to which the unit should respond in its annual reports.

Accreditation with Conditions. An NCATE accreditation decision rendered by the Unit Accreditation Board following a continuing visit that indicates that the unit has not met one or more of the NCATE standards. When the UAB renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months.

Accreditation with Probation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a continuing visit that indicates that the unit does not meet one or more of the NCATE standards and has pervasive problems across standards that limit its capacity to offer quality programs that adequately prepare candidates. If accreditation with probation is granted, the unit must schedule an on-site visit within 18 months of the semester in which the probationary decision was rendered.

Accuracy in Assessment. The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

Adjunct Faculty. Part-time faculty in the professional education unit who are not full-time employees of the institution. *See Part-time Faculty and Professional Education Faculty.*

Advanced Programs. Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the postbaccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master's degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include those for other school professionals such as school counselors, school psychologists, educational administrators, and reading specialists.

Alternate Route Programs. Postbaccalaureate programs designed for individuals who did not prepare as educators during their undergraduate studies. These programs, which usually lead to a unit's recommendation for a state license, accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In some instances, candidates may be employed as educators while enrolled. Examples include MAT programs, programs that operate in professional development schools, and Troops to Teachers programs. They are sometimes called nontraditional programs.

Annual Report. The AACTE/NCATE Joint Data Collection Report that is required of all NCATE-affiliated institutions as a condition of accreditation. A compilation of these reports serves as primary documentation for Board of Examiners teams as they prepare for on-site accreditation visits.

Area for Improvement (AFI). A statement cited by the Board of Examiners or the Unit Accreditation Board indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite one or more areas for improvement and still recommend that the standard is met.

Assessment. An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Assessment Data. Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

Avoidance of Bias in Assessment. The assurance that the unit has addressed any contextual distractions and/or problems with key assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult.

Benchmark. A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

Best Practices. Techniques or methodologies that, through experience and research, have proven to lead reliably to a desired result.

Board of Examiners (BOE). On-site evaluators who review institutions based on the NCATE Unit Standards. BOE members are nominated by NCATE member organizations and must successfully complete the NCATE training.

Board of Examiners Report. The report prepared by the Board of Examiners team that conducts the on-site accreditation review of a unit. The report describes how the unit meets the NCATE standards and recommends any areas for improvement in relation to the standards.

BOE Report Rejoinder. The written response a unit is required to submit following receipt of the BOE report. The rejoinder may take the form of a letter acknowledging the receipt of the report or a document that substantively responds to the report or the conduct of the team visit.

Candidacy for Accreditation. The status granted to a non-accredited unit seeking accreditation that has established itself as a *precandidate* and has met NCATE's *preconditions for accreditation*.

Candidate Performance Data. Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and professional dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays, or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year *portfolios* as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in P–12 schools.

Certification. The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. (The National Board for Professional Teaching Standards grants advanced certification.)

Clinical Faculty. P–12 school personnel and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice. *See Professional Education Faculty.*

Clinical Practice. Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Consistency in Assessment. The assurance that key assessments produce dependable results or results that would remain constant on repeated trials. Institutions can document consistency through providing training for raters that promote similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or comparing results to other internal or external assessments that measure comparable knowledge, skills, and/or professional dispositions.

Contemporary Professional Experiences. Meaningful and structured activities in a P–12 school setting within the last five years. Examples include structured observation, working in schools as a teacher or other school professional, action research, research projects that are school-based, and participating in professional development school activities.



Content. The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Curriculum. Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Disabilities. As defined by the Americans with Disabilities Act and the Rehabilitation Act, a disability is a physical or mental impairment that substantially limits one or more major life activities. Such conditions include mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities that require special education or related services.

Dispositions. *See Professional Dispositions.*

Distance Learning. A formal educational process in which instruction occurs when the learner and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

Distance Learning Program. A program in which over half of the required courses in the program occur when the learner and the instructor are not in the same place at the same time. *See Distance Learning.* These programs include those offered by the professional educational unit through a contract with an outside vendor or in a consortium arrangement with other higher education institutions, as well as those offered solely by the unit.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P–12 students are stated in the rubrics for those elements.

Elements of Standards. The major components of each standard that are described in the rubrics and explanations that accompany the standards. Board of Examiners teams will look for evidence that the unit and its programs address the elements.

Ethnicity. Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols—all of which contribute to a sense of distinctiveness among members of the group.

Exceptional Expertise. Skill or knowledge surpassing what is common, usual, or expected, as a result of experience or training. Refers to professional education faculty who may not have a doctorate but who possess outstanding knowledge and skills that bring conceptual understanding and real-world sensitivities to teaching in the unit. Examples include teachers certified by the National Board for Professional Teaching Standards and former school superintendents who have been recognized for outstanding service.

Exceptionalities. Physical, mental, or emotional conditions, including gifted/talented abilities, that require individualized instruction and/or other educational support or services.

Faculty. *See Professional Education Faculty.*

Fairness (professional disposition). The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.

Fairness in Assessment. The assurance that candidates have been exposed to the knowledge, skills, and dispositions that are being evaluated in key assessments and understand what is expected of them to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of programs.

Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Full-time Faculty. Professional education faculty with full-time assignments in the professional education unit as instructors, professors at different ranks, and administrators. *See Professional Education Faculty.*

General Education Knowledge. Theoretical and practical understanding generally expected of a liberally educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies, from *multicultural* and *global* perspectives.

Global Perspective. An understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.

Good Faith Efforts. Specific actions that units take, which, given their scope, intensity, and appropriateness, could reasonably be expected to increase or maintain candidate opportunities to interact with diverse faculty, peers, or P-12 students over an agreed-upon length of time.

Governance. The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school professionals prepared at the institution.

Higher Education Faculty. Full-time or part-time employees of an institution of higher education. *See Professional Education Faculty.*

Information Technology. Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

Initial Teacher Preparation Programs. Programs at the baccalaureate or postbaccalaureate levels that prepare candidates for the first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

Institutions. Schools, colleges, or departments of education in a university, or non-university providers.

Institutional Report. A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the NCATE unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits. (See the NCATE website for details.)

Institutional Standards. Standards set by the institution that reflect its mission and identify important expectations for candidate learning that may be unique to the institution's professional education unit.

Internship. Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience.

INTASC. The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Bases. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensure. The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

National Program Review. The process by which NCATE, in collaboration with the specialized professional associations (SPAs), assesses the quality of teacher preparation programs offered by an institution. Institutions are required to submit their programs for review by SPAs as part of the accreditation process, unless otherwise specified by the state partnership agreement with NCATE. The following terms are used in the program review process:

- a. Continued National Recognition with Probation.** This decision is applied to programs that received *National Recognition* during the previous review cycle. The decision denotes that the program has not met SPA criteria for *National Recognition* or *National Recognition with Conditions*. The program will have two opportunities within the 12 to 14 months after the first decision to attain *National Recognition* or *National Recognition*



with Conditions. If the program is unsuccessful after two attempts, the program status will be changed to *Not Recognized*.

- b. Further Development Required.** This decision is applied to programs that are undergoing program review for the very first time. The decision denotes that the program has not met SPA criteria for *National Recognition* or *National Recognition with Conditions*. The program will have two opportunities within the 12 to 14 months after the first decision to attain *National Recognition* or *National Recognition with Conditions*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Recognized*.
- c. Key Program Assessments.** The six to eight required assessments used by a program to demonstrate candidate mastery of the professional standards.
- d. National Recognition.** The decision made when a program has met professional standards. A program receiving this decision is recognized for five or seven years depending on the state's agreement with NCATE.
- e. National Recognition Report.** The written findings by a specialized professional association of an institution's programs for the preparation of teachers or other school professionals.
- f. National Recognition with Conditions.** The decision made when a program has substantially met the standards of a specialized professional association but there remain sufficient weaknesses or issues to prevent the program from receiving full national recognition. A program receiving this decision is considered nationally recognized for the subsequent 18 months. If the program does not submit acceptable information within the designated timeframe, the decision reverts to "Not Nationally Recognized."
- g. NCATE/SPA Standards.** See *Professional Standards*. See listing of specialized professional associations with professional standards (pp. 47-48). Also see: www.ncate.org/institutions/process.asp.
- h. Not Nationally Recognized.** The program has not met SPA criteria for *National Recognition* or *National Recognition with Conditions* within the 18 months following its first submission. If the program chooses to continue to seek national recognition, it must submit a completely new report.
- i. Program Report.** The report prepared by faculty responsible for a program (e.g., math education, elementary education) responding to specialized professional association (SPA) standards.
- j. Response to Conditions Report.** A program's written response to a specialized professional association's review of the teacher preparation programs when the decision from that review was that the program was "Nationally Recognized with Conditions."
- k. Revised Program Report.** A program's written response to a specialized professional association's review of the program when the decision from that review was "Further Development Required" or "Recognized with Probation."
- l. Scoring Guide.** A tool used by faculty to evaluate an assessment such as a *rubric*, evaluation form, etc. Scoring guides should differentiate varying levels of proficiency on *performance criteria*.

Nationally Recognized Program. A program that has met the standards of a specialized professional association that is a member organization of NCATE. An institution's state-approved program also will be considered a *nationally recognized program* if the state program standards and the state's review process have been approved by the appropriate national association. (Nationally recognized programs are listed on NCATE's website.)

NBPTS. The National Board for Professional Teaching Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

NCATE Coordinator. The person(s) identified by the unit to manage preparations for the NCATE visit. The NCATE coordinator, along with the unit head, is NCATE's contact at an institution. At some institutions, the unit head is the NCATE coordinator.

Off-Campus Programs. Programs offered by a unit on sites other than the main campus. Off-campus programs may be offered in the same state, in other states, or in countries other than the United States.

Other School Professionals. Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

P–12 School Personnel. Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments. *See Professional Education Faculty and School Faculty.*

Part-time Faculty. Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty. *See Adjunct Faculty and Professional Education Faculty.*

Pedagogical Content Knowledge. The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge. The general concepts, theories, and research about effective teaching, regardless of content areas.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and professional dispositions, including their abilities to have positive effects on student learning.

Performance-based Licensing. Licensing based on a system of multiple assessments that measure a teacher candidate’s knowledge, skills, and professional dispositions to determine whether he/she can perform effectively as a teacher or in another school specialty.

Performance-based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Performance-based Accreditation System. A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are met. It contrasts with accreditation decisions based solely on course offerings, program experiences, and other “inputs” as the evidence for judging attainment of professional standards.

Performance Criteria. Qualities or levels of candidate proficiency that are used to evaluate candidate performance, as specified in *scoring guides* such as descriptions or *rubrics*.

Performance Data. Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Policymakers. Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels.

Portfolio. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Precandidate Unit. A unit that has filed an “Intent to Seek NCATE Accreditation” form and has begun to pay NCATE’s annual base fees.

Preconditions for Accreditation. A specified number of fundamental requirements that undergird NCATE’s standards that must be met before a unit is permitted to advance to candidacy for first accreditation.

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education.

Professional Development. Opportunities for professional education faculty to develop new knowledge and skills through activities such as inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools.

Professional Dispositions. Professional attitudes, values, and beliefs demonstrated through both verbal and non-



verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

Professional Development Schools (PDS). Specially structured schools in which the P–12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. PDSs require the institutional commitment of colleges and universities, school districts, and teachers' organizations.

Professional Education Faculty. Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit. *See Adjunct Faculty, Clinical Faculty, Full-time Faculty, Higher Education Faculty, and Part-time Faculty.*

Professional Education Unit. *See Unit.*

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Professional Standards. Standards set by the specialized professional associations (SPAs) and adopted by NCATE for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music).

Proficiencies. Required knowledge, skills, and professional dispositions identified in the professional, state, or institutional standards.

Program. A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither.

Program Completers. NCATE uses the Higher Education Act, Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Program Review. *See National Program Review.*

Program Report. The report prepared by faculty responsible for a program (e.g., math education, elementary education) responding to specialized professional association (SPA) standards.

Provisional Accreditation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a first accreditation visit that indicates that the unit is provisionally accredited, and has significant problems related to one or more standards. When the UAB renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months.

Rubrics. Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment. *See Performance Criteria and Scoring Guide.*

SASB. Specialty Areas Studies Board.

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

School Faculty. Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments. *See P–12 Schools Personnel and Professional Education Faculty.*

School Partners. P–12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Scoring Guide. A tool such as a *rubric*, evaluation form, etc. used by faculty to evaluate an assessment. Scoring guides should differentiate varying levels of proficiency on *performance criteria*.

Service. Faculty contributions to college or university activities, P–12 schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

Service Learning. A teaching/learning method that integrates community service into academic courses, using structured reflective thinking to enhance learning of course content. Through meaningful service, candidates are engaged in problem solving to create improved schools and communities while developing their academic skills, their sense of civic responsibility, and their understanding of social problems affecting children and families. When used as a pedagogical strategy, service learning can help candidates understand the culture, community, and families of students, as well as the connections between the school and the community.

Skills. The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

SPAs. Specialized Professional Associations. The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of NCATE and have standards for both students in schools and candidates preparing to work in schools.

SPA Program Standards. *See Professional Standards.*

State Program Standards Review. The process by which specialized professional associations evaluate the degree to which a state’s program standards are aligned with the NCATE and SPA standards. (In states where state program standards are judged to be substantially aligned with SPA standards, the state standards will be approved by NCATE’s Specialty Area Studies Board, and NCATE will defer to the state’s review of institutions’ teacher education programs.)

SPB. State Partnership Board.

Standards. Written expectations for meeting a specified level of performance.

State Consultant. An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA/AFT state affiliate representative. The consultant provides clarification of state conditions and policies.

State Director of Teacher Education. State education agency official responsible for administering policies and programs related to teacher preparation and licensing.

State Board of Teaching. State governing body with authority for teacher licensing, licensing of other school professionals, license renewal/revocation, and/or teacher education program approval within a state.

State Professional Standards Response. A state’s written response to a specialized professional association’s review of the state’s program review standards.

State Program Approval. Process by which a state governmental agency reviews a professional education program to determine if it meets the state’s standards for the preparation of school professionals.

State Program Review. The process by which the state assesses the quality of programs offered by an institution for teachers and other school professionals.

State Program Standards Report. Documentation submitted to a SPA by a state to demonstrate how state program standards are aligned with SPA program standards.

State Protocol. Rules, procedures, and expectations for NCATE, the state, the state higher education commission (when applicable), and the unit for conducting joint state-NCATE site visits in NCATE partnership states.

State Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school professionals. State standards may include candidate knowledge, skills, and dispositions.



Structured Field Experiences. Activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards.

Student Teaching. Preservice clinical practice in P–12 schools for candidates preparing to teach.

Students. Children and youth attending P–12 schools as distinguished from teacher candidates.

Support Personnel. Individuals other than faculty employed by an institution of higher education to ensure the functioning of the unit. Support personnel can include professionals in non-faculty roles as well as individuals providing administrative support, including work-study students.

Technology, Use of. What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in (1) the delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

Technology Education. The study of technology, which provides an opportunity for students to learn about the processes and knowledge related to technology that are needed to solve problems and extend human capabilities.

Transition Point. Key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a program. Standard 2 requires transition points upon program entry, at appropriate point(s) during the program, and upon program completion.

UAB. Unit Accreditation Board.

Unit. The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the “professional education unit.” The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

Unit Head. The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Unit Operations. Activities undertaken by the unit pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the unit’s mission in preparing candidates.

Unit Review. The process by which NCATE applies national standards for the preparation of school personnel to the unit.



