

PROFESSIONAL STANDARDS

for the
ACCREDITATION of SCHOOLS,
COLLEGES, and
DEPARTMENTS of EDUCATION

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 recognized by the U. S. Department of Education as the accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. Through its voluntary, peer review process, NCATE ensures that accredited institutions produce competent, caring, and qualified teachers and other 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.¹ 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 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 and performance-based 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 students.

¹ For the latest guidance on NCATE policies and procedures, visit the website at www.ncate.org.



Table 1: *List of Member Organizations***Teacher Educator 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)

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)*
 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 Middle School Association (NMSA)*

Technology Organizations

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

Specialist Organizations

American Educational Research Association (AERA)
 American Library Association (ALA)*
 Council for Social Foundations of Education
 National Association of School Psychologists (NASP)*

Administrator Organizations

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

Other

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

*these organizations operate the program review components of the accreditation process.

**the Educational Leadership Constituent Council (ELCC), composed of four NCATE member associations, AASA, ASCD, NAESP, and NASSP, reviews educational leadership programs.

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. Policy-makers and the public have called for high standards for what children should know and be able to do. Attaining this goal will require teachers who meet professional standards.

Policy analysts have noted that schools still operate on a “factory” model geared to the industrial society. 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 will require 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 teaching profession.

A VISION OF THE PROFESSIONAL TEACHER FOR THE 21ST CENTURY

NCATE believes that caring, competent, and qualified teachers should teach every child. Student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen and contributor to the new economy.

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

- Accredited schools, colleges, and departments of education 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 an 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 preservice preparation to supervised beginning practice to continuing professional development.
- **Likewise, the new professional teacher who graduates from a professionally accredited school, college, or department of education 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.
- **This teacher has gained those abilities through**
- a broad liberal arts education;
 - in-depth study of the teaching field;
 - a foundation of professional 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.

We are on our way to reaching this vision. As Americans enter 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 outcome of the standards movement: assessing student—and teacher—performance. Determining benchmark levels for candidate, teacher, and student attainment of the proficiencies set forth in the standards is the task for the early 21st century.

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. These schools, colleges, and departments of education have primary responsibility for the preparation of teachers and other professional school personnel.

The professional education unit is the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional school personnel.

In most institutions, 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.

The professional education unit must include in its accreditation review all initial teacher preparation and advanced programs offered by the institution for the purpose of preparing teachers and other professional education personnel to work in pre-kindergarten through twelfth grade settings. 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.



NCATE's scope includes advanced programs (e.g. a master's degree) designed for the continuing professional development of practicing teachers. In some, but not all, 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.

For a treatment of how different institutional structures are considered for NCATE review, including branch campuses, consortia, off-campus programs, overseas programs, and distance learning, visit the NCATE website at www.ncate.org.

AUTHORITY FOR ACCREDITATION ACTIVITIES

The U.S. Secretary of Education officially recognizes the National Council for Accreditation of Teacher Education (NCATE) as the national professional accrediting agency for schools, colleges, and departments of education that prepare teachers, administrators, and other professional school personnel. The Council for Higher Education Accreditation, a private organization that oversees accrediting agencies, also recognizes NCATE.

NCATE Standards

DEVELOPMENT OF NCATE STANDARDS¹

NCATE revises its unit accreditation standards every five 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 revision process for the NCATE standards began in 1997. The Committee reviewed literature in the following areas: research on teaching and learning; research on effective teacher preparation programs; research on regional accreditation, including a comparative matrix of NCATE accreditation and regional accreditors. The Committee also conducted an in-depth study of the standards of three specialized accrediting bodies; model standards for beginning teacher licensing, created by the Interstate New Teacher Assessment and Support Consortium (INTASC) through the Council of Chief State School Officers; the development of standards and assessments of the National Board for Professional Teaching Standards; NCATE's existing state partnership framework for performance-based accreditation and licensing systems; draft standards for professional development schools; and NCATE's elementary standards project.

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 the standards in May 2000, 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 as America enters the 21st century. The profession of teaching has developed and articulated standards for the preparation of those

¹ For the latest guidance on NCATE policies and procedures, visit the NCATE website at www.ncate.org.



who enter its ranks. The profession has reached a consensus about the knowledge and skills a teacher needs to help P–12 students learn. That consensus forms the basis for the NCATE standards. That consensus is also the basis for NCATE’s specialized program standards. These are an integral part of the NCATE accreditation system as they describe the specialized content that teacher candidates should master.

The way in which the effectiveness of the institution is measured has undergone significant change in these standards. Until 2000, institutions were measured largely by a review of what they offered to candidates—the quality of the curriculum and how it was implemented. While the curriculum is certainly an important component in preparing educators, the NCATE 2000 standards take accountability to an important next step: results. Have the candidates acquired the necessary knowledge and skills to become educators, and have they demonstrated their knowledge and skills in measurable ways? Has the institution provided clear evidence of the competence of their candidates? Can candidates help students learn?

HOW THE STANDARDS ARE APPLIED

To seek accreditation, an institution must meet specific preconditions. Once the preconditions are met, NCATE schedules an accreditation visit. The institution then prepares a report, describing how it meets each of the six standards. Three to six members of the NCATE Board of Examiners visit the institution to interview faculty, students, 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 web site at www.ncate.org.

INTRODUCTION TO NCATE’S STANDARDS

The NCATE standards are the basis for the assessment of the unit conducted by the Board of Examiners team. The standards are divided into two sections, candidate performance (Standards 1 and 2) and unit capacity (Standards 3–6). Each of the six NCATE standards contains three components: (1) the language of the standard itself; (2) rubrics that delineate the elements of each standard and describe three proficiency levels at which each element is being addressed; and (3) a descriptive explanation of the standard. The standards apply to both initial teacher preparation and advanced levels.

One of the most significant aspects of the NCATE standards is the conceptual framework. The conceptual framework is the underlying structure of the unit that sets forth a



vision of the unit and provides a theoretical and empirical foundation for the direction of programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

The candidate performance standards focus on learning outcomes. They require units to use evidence to demonstrate that teacher candidates are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P–12 student learning. The standards elevate the role of assessment in program improvement and promote increased accountability for teacher candidate learning. They require systemic assessment, which encourages more attention to program design, increased faculty collaboration, and greater alignment within and between programs. Finally, the candidate performance standards necessitate that teacher education programs engage in self-assessment and continuous improvement.

The unit capacity standards address the components of teacher education programs that support candidate learning. They promote increased university and school partnership in the design and implementation of clinical experiences. They require the provision of curricular content and experiences that promote diversity within the teaching profession and encourage an understanding of issues related to diversity in P–12 settings. In addition, they emphasize the need for well-qualified faculty who model best practices in teaching. Further, they address governance and resource expectations. Together the candidate performance and unit capacity standards present a strong statement about the organization and management of effective teacher education programs.



NCATE Unit Standards

Conceptual Framework

The conceptual framework(s) 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(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

I. CANDIDATE PERFORMANCE

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

Candidates² preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students³ learn. Assessments indicate that candidates meet professional, state, and institutional⁴ standards.

Standard 2: *Assessment System and Unit Evaluation*

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

II. UNIT CAPACITY

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

² 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.

³ "All students" includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/ geographic origins.

⁴ 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(s) 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 rubrics are to be interpreted holistically; they are not to be used to make a separate judgment on each element of the standard. Most of the standards' elements in the rubric intentionally include a number of characteristics that comprise a specific level of accomplishment (i.e., unacceptable, acceptable, or target). A unit may address some of the characteristics within one level and others at a different level. The supporting explanations include a rationale for the standard and additional explanation of each standard's meaning.



CONCEPTUAL FRAMEWORK(S)

A conceptual framework(s) 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(s)⁵ is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes 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(s) that establishes the vision for the unit and its programs. The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P–12 students. 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(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

The conceptual framework(s) provides the following structural elements:

- the mission of the institution and unit;
- the unit's philosophy, purposes, professional commitments, and dispositions;
- knowledge bases, including theories, research, the wisdom of practice, and education policies;
- performance expectations for candidates, aligning the expectations with professional, state, and institutional standards;
- the system by which candidate performance is regularly assessed.

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

An institution preparing for a continuing visit will include an overview of its conceptual framework(s) in the preliminary section of the continuing report. This overview must

⁵ 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.

include a description of the framework(s), its development, and changes since the previous visit, including the relationship of conceptual framework(s) revisions to updated standards and assessments of the unit, profession, or state. The unit will also report evaluations of the conceptual framework(s) and resulting changes in the NCATE annual report.

Board of Examiners teams will use the indicators below to describe the unit's conceptual framework(s) in the introductory section of the team report that is written during the on-site visit.

Indicators for *Conceptual Framework(s)*

SHARED VISION: The unit's conceptual framework(s) describes the vision and purpose of a unit's efforts in preparing educators to work in P–12 schools. It is well articulated, knowledge-based, and consistent with the institution's mission.

COHERENCE: The unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

PROFESSIONAL COMMITMENTS AND DISPOSITIONS: The unit's conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.

COMMITMENT TO DIVERSITY: The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for *all* students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

COMMITMENT TO TECHNOLOGY: The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

CANDIDATE PROFICIENCIES ALIGNED WITH PROFESSIONAL AND STATE STANDARDS: The unit's conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.



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

Candidates⁶ preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students⁷ learn. Assessments indicate that candidates meet professional, state, and institutional⁸ standards.

CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates have inadequate knowledge of subject matter that they plan to teach as shown by their inability to give examples of important principles or concepts delineated in professional, state, and institutional standards.

ACCEPTABLE

Teacher candidates know the subject matter that they plan to teach as shown by their ability to explain important principles and concepts delineated in professional, state, and institutional standards.

TARGET

Teacher candidates have in-depth knowledge of the subject matter 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.

CONTENT KNOWLEDGE FOR OTHER PROFESSIONAL SCHOOL PERSONNEL

UNACCEPTABLE

Candidates for other professional school roles have an inadequate understanding of their field as shown by their inability to give examples of important principles or concepts delineated in professional, state, and institutional standards.

ACCEPTABLE

Candidates for other professional school roles know their fields as shown by their ability to explain principles and concepts delineated in professional, state, and institutional standards.

TARGET

Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.

⁶ 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.

⁷ "All students" includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins.

⁸ Institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies.

PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates do not understand the relationship of content and 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.

ACCEPTABLE

Teacher candidates 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 subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

TARGET

Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards as shown in their lack of knowledge of school, family, and community contexts or in their inability to develop learning experiences that draw on students' prior experience.

ACCEPTABLE

Candidates use their 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.

TARGET

Candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards, as shown in their development of meaningful learning experiences to facilitate student 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 problems.



PROFESSIONAL KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PERSONNEL

UNACCEPTABLE

Candidates have not mastered the professional knowledge that undergirds their fields and is delineated in professional, state, and institutional standards. Lack of knowledge is shown in their inability to use research or technology or to understand the cultural contexts of the school(s) in which they provide professional services.

ACCEPTABLE

Candidates have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.

TARGET

Candidates have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

DISPOSITIONS FOR ALL CANDIDATES

UNACCEPTABLE

Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities.

ACCEPTABLE

Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.

TARGET

Candidates' work with students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

STUDENT LEARNING FOR TEACHER CANDIDATES

(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates do not accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.

ACCEPTABLE

Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.

TARGET

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.



STUDENT LEARNING FOR OTHER PROFESSIONAL SCHOOL PERSONNEL

UNACCEPTABLE

Candidates for other professional school roles do not 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 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 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.

SUPPORTING EXPLANATION:

The public expects that teachers of their children 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 professional school personnel are expected to carry out their work in ways that are supportive of student learning.

Teacher licensure standards adopted by most states require that teachers demonstrate knowledge, skills, and 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 learning proficiencies identified in the unit’s conceptual framework(s), which should be aligned with standards for P–12 students, the standards of national professional organizations, and 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 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 program standards for teachers of

- Early childhood education
- Elementary education
- Middle-level education
- Special education
- Secondary and middle level disciplines of
 - English language arts
 - Mathematics
 - Science
 - Social studies
 - Computing
 - Technology education
 - Health
 - Physical education.⁹

Program standards for other areas such as foreign languages and English as a second language are under development. Institutions must submit program documentation, including candidate performance data, that responds to these professional standards for national and/or state review prior to and during the on-site visit.

In addition, NCATE and INTASC expect teacher candidates to demonstrate knowledge, skills, and dispositions¹⁰ 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 subject matter, 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.

⁹ NCATE’s standards for teacher preparation programs and directions for preparing documentation can be downloaded from its website, www.ncate.org. A list of programs with professional standards is appended to these unit standards.

¹⁰ This list is based on the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). The complete INTASC document includes knowledge, 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.

Candidates preparing to work in schools as teachers or other school personnel 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,¹¹ 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;¹² 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 dispositions that are expected of educators. The unit articulates candidate dispositions as part of its conceptual framework(s). The unit systematically assesses the development of appropriate professional dispositions by candidates.¹³ Dispositions are not usually assessed directly; instead they are assessed along with other performances in candidates' work with students, families, and communities.

Candidates for all professional education roles are expected to demonstrate positive effects on student learning. Teachers and teacher candidates have student learning as the focus of their work. Other professional school personnel are able to create and maintain positive environments, as appropriate to their professional responsibilities, that 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 case studies and field and other experiences. They might examine student work samples for evidence of learning and develop lesson plans to help students who are having problems understanding the concepts being taught. 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

¹¹ 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.

¹² A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

¹³ Codes of ethics may be helpful in thinking about dispositions and are available from a number of professional associations, including the National Education Association (NEA).



further develop their knowledge, skills, and 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.¹⁴

Candidates preparing to work in schools as other school personnel demonstrate the knowledge, skills, and dispositions necessary to meet professional,¹⁵ state, and institutional standards. These roles include the positions of

- educational technology specialists
- instructional technology specialists
- reading specialists and supervisors
- school administrators, including principals and curriculum and instruction specialists
- school counselors
- school media specialists
- school psychologists
- school superintendents
- other professional school roles.

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 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 performance data, that responds to professional standards for national and/or state review prior to and during the on-site visit.

One of the primary sources of documentation for this standard is candidate performance data prepared for national and/or state review prior to the on-site visit by a Board of Examiners (BOE) team. The program documentation will include performance assessment data collected internally by the unit and external data such as results on state licensing tests and other assessments.

Board of Examiners (BOE) teams will seek evidence during on-site visits that candidates have developed these proficiencies.

¹⁴Additional information about the propositions and the National Board's assessments for experienced teachers can be found on NBPTS' website, www.nbpts.org.

¹⁵NCATE's program 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 is appended to these unit 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 unit and its programs.

ASSESSMENT SYSTEM

UNACCEPTABLE

The unit has not involved its professional community in the development of an assessment system. The unit's system does not include a comprehensive and integrated set of evaluation measures to provide information for use in monitoring candidate performance and managing and improving operations and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are not based on multiple assessments. The assessments used are not related to candidate success. The unit has not taken effective steps to examine or eliminate sources of bias in its performance assessments, or has made no effort to establish fairness, accuracy, and consistency of its assessment procedures.

ACCEPTABLE

The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

TARGET

The unit, with the involvement of its professional community, is implementing an assessment system that reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. The unit continuously 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. Data show the strong relationship of performance assessments to candidate success. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. It also makes changes in its practices consistent with the results of these studies.



DATA COLLECTION, ANALYSIS, AND EVALUATION

UNACCEPTABLE

The unit does not regularly and comprehensively gather, compile, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. 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. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.

TARGET

The unit is implementing its assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of a program, including the first years of practice. Data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit is developing and testing different information technologies to improve its assessment system.

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. 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 where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.

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 when evaluations indicate, but also systematically studies the effects of any changes to assure that the intended program strengthening occurs and that there are no adverse consequences. Candidates and faculty review performance data on their performance regularly and develop plans for improvement.



SUPPORTING EXPLANATION:

The unit has a professional responsibility to ensure that its programs and graduates are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of information and making use of that information to strengthen the unit and its programs. The unit and its programs are informed by an assessment system that examines 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.

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. Evaluations must be purposeful, evolving from the unit's conceptual framework(s) and program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as assessments of what candidates know and can do. The measures themselves must be sufficient and appropriate to inform the important aspects of faculty, curriculum, instructional, and candidate performance.

Fairness, consistency, accuracy, and avoidance of bias in the assessment system must be considered. In particular, attention must be paid to the potential 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 and clinical sites, general education and subject content preparation courses, faculty, candidates, graduates, and employers. Technology will 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 features such as these:

- Unit faculty collaborate with members of the professional community to design and implement the system.
- Professional, state, and institutional standards are reference points for candidate assessments.
- The unit embeds assessments in the preparation 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, demonstrated 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 school personnel roles at the point of candidate entry (as a freshman, junior, or post-baccalaureate student).
- The unit has multiple decision points, e.g., at entry, prior to clinical practice, and prior to program completion.
- The unit administers multiple assessments in a variety of forms and aligns them with candidate standards. 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 rubrics or criteria for determining levels of candidate accomplishment and completing 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 from course reviews, clinical practice opportunities, and faculty about diversity, unit governance, and leadership.

The processes of assessment and evaluation are data driven and require significant allocation of time and resources to accomplish. In the first year that these standards are applied to units, a well-developed assessment plan must be available. Each year thereafter, units will be expected to be implementing their assessment systems—collecting, compiling, and analyzing performance data; developing rubrics or criteria for decision making; and testing performance assessments. State licensure and assessment data should be available to Board of Examiners teams at the time of the on-site visit.

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

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 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.

TARGET

The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practice. Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) 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 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.



DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

UNACCEPTABLE

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(s) 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. Clinical practice is not long or intensive enough for candidates to demonstrate their ability to take full responsibility for the roles for which they are preparing.

Criteria for clinical faculty are not known. Clinical 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.

ACCEPTABLE

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing.

Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.

TARGET

Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework(s) 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. They interact with teachers, 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, including the use of information technology. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

Clinical faculty are accomplished school professionals who are jointly selected by the unit and partnering schools. Clinical faculty are selected and prepared for their roles as mentors and supervisors and demonstrate the skills, knowledge, and dispositions of highly accomplished school professionals.

CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS TO HELP ALL STUDENTS LEARN

UNACCEPTABLE

No entry or exit criteria exist for candidates in clinical practice. Assessments used in 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 college or university, and school 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 dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic, racial, gender, and socioeconomic groups in their field experiences or clinical practice.

ACCEPTABLE

Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university 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. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and 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, gender, and socioeconomic groups.

TARGET

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 and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. 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 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, gender, and socioeconomic groups in classrooms and schools.

SUPPORTING EXPLANATION:

Field experiences and clinical practice are integral program components for the initial preparation of teacher candidates and candidates for other school personnel roles. They provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Designed and sequenced well, they 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, postbaccalaureate, or master's level. 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 often use their own classrooms or schools for field experiences.

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, 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 competence in the professional roles for which they are preparing. 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 faculty¹⁶ 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 competency in early field experiences; (4) candidates' application of the skills, knowledge, and dispositions defined by the unit, 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 a variety of 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 seeking a license. 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.

¹⁶Clinical faculty include both school and higher education faculty responsible for clinical practice.



Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

UNACCEPTABLE

The unit is not clear about the proficiencies related to diversity that candidates should develop during their preparation programs. The curriculum and field experiences for the preparation of educators are not designed to prepare candidates to work effectively with diverse populations, including persons with exceptionalities. Candidates do not have an understanding of 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 provide data on candidates' ability to help all students learn.

ACCEPTABLE

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.

TARGET

Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. 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 to draw upon representations from the students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation. Candidates and faculty review assessment data that provide information about candidates' ability to work with all students and develop a plan for improving their practice in this area.



EXPERIENCES WORKING WITH DIVERSE FACULTY

UNACCEPTABLE

Candidates have limited or no interactions in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Professional education and school faculty have limited knowledge and experiences related to diversity. The unit is not seeking faculty from diverse cultural backgrounds to increase faculty diversity.

ACCEPTABLE

Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.

TARGET

Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic racial, gender, language, exceptionality, and religious groups. 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.

EXPERIENCES WORKING WITH DIVERSE CANDIDATES

UNACCEPTABLE

Candidates do not interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus or in schools. Unit activities for candidates are not designed to encourage and support the involvement of candidates from diverse backgrounds. The unit is not seeking to increase the diversity of its candidates.

ACCEPTABLE

Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

TARGET

Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field experiences, and clinical practice.

EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P–12 SCHOOLS

UNACCEPTABLE

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

ACCEPTABLE

Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and 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 are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious 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; more than one-third of the students in P–12 classrooms are from minority groups. The families of an increasing number of students are immigrants, many with native languages other than English and from diverse religious backgrounds. Growing numbers of students are classified as having disabilities. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, dispositions that respect and value differences, and skills for working in diverse settings.

One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds. Therefore, the unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion as well as gender differences and their impact on learning. Proficiencies, including those



related to dispositions and diversity, are drawn from the standards of the profession, state, and institution; they are clear to candidates and are assessed as part of the unit's performance 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, and socioeconomic groups. Clinical faculty design learning experiences for candidates in field experiences and clinical practice to help candidates process diversity concepts and provide feedback to candidates about their performance.

A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and format in culturally meaningful ways. Diversity in education programs assists 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. It allows a greater range of backgrounds and experiences among faculty and candidates to enhance understanding and interaction with colleagues from different backgrounds. In this regard, the unit recruits, admits or hires, and retains candidates and faculty from diverse cultural backgrounds. A plan, which 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 backgrounds 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 males and females with diverse ethnic, racial, language, religious, and socioeconomic backgrounds and histories and from different regions of the country and world. Candidates also have opportunities to work with adults and students with exceptionalities.

Standard 5: *Faculty*¹⁷ *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.

QUALIFIED FACULTY

UNACCEPTABLE

A large proportion of professional education faculty do 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 professional experiences in school settings.

ACCEPTABLE

Professional education faculty at the institution 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. All 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.

¹⁷ Faculty refers to both professional education faculty who are employed by higher education institutions and school faculty who supervise clinical practices.



MODELING BEST PROFESSIONAL PRACTICES IN TEACHING

UNACCEPTABLE

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. Faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. Faculty seldom model the use of information technology in their own teaching. Few 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

Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. 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

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 unit's conceptual framework(s), incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices. 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 unit faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

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.

ACCEPTABLE

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 institutions.

TARGET

Professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. 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.



MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

UNACCEPTABLE

Few unit faculty are actively involved in service activities for the college or university. Faculty are providing limited or no services to schools at a level expected by the profession. 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

Unit 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 are actively involved with the professional world of practice in P–12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

TARGET

Unit faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P–12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

COLLABORATION

UNACCEPTABLE

Collaboration between professional education faculty and faculty in other college or university units does not exist or is very limited. Collaboration between professional education faculty and school colleagues is limited to supervision of field experiences and student teaching.

ACCEPTABLE

Professional education faculty collaborate regularly and systematically with colleagues in P–12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

TARGET

Faculty are actively engaged as a community of learners regarding the conceptual framework(s) and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P–12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.

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 teaching, scholarship and service of unit faculty.

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.



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(s), 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 unit 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 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 that 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.¹⁸ 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.

¹⁸These expectations are drawn from the “Standards for Teacher Educators” of the Association of Teacher Educators.

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.

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.

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.

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 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. 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 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.

UNIT BUDGET

UNACCEPTABLE

Budgetary allocations to the unit, either in total or in comparison with other units on campus 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 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.



PERSONNEL

UNACCEPTABLE

Unit workload policies including on-line 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 on-line generally exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member. 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 on-line 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 on line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. 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 on-line 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.

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’s 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.



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. Faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information.

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. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.

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 not only serve the unit, but also a broader constituency.

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 on-line 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 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 Standards¹⁹

NCATE ensures the quality of programs for the preparation of teachers and other professional school personnel through a program review process that is part of the accreditation procedure. Reviewers from the relevant professional specialty associations²⁰ examine programs within the school, college, or department of education, and write a report on their findings. The institutions must provide evidence that candidates in these programs know the subject matter and how to teach it effectively. Those programs that meet the standards in a discipline 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 Dispositions*.

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

Initial Health Education
Initial Physical Education
Advanced Physical Education

American Library Association (ALA)

Advanced School Library Media Specialist

Association for Childhood Education International (ACEI)

Initial Elementary Education

Association for Educational Communications and Technology (AECT)

Initial Educational Communications and Technology
Advanced ECIT

Council for Exceptional Children (CEC)

Initial Special Education
Advanced Special Education

Educational Leadership Constituent Council (ELCC)

Advanced Educational Leadership

International Reading Association (IRA)

Advanced Reading Education

International Society for Technology in Education (ISTE)

Initial Endorsement Educational Computing and Technology Literacy
Initial Endorsement Secondary Computer Science Education
Initial Degree Secondary Computer Science Education
Advanced Educational Computing and Technology Leadership

¹⁹ Program standards listed here may be found on NCATE's website in the 'Standards' section.

²⁰ In some states, NCATE relies on the state review instead of specialty association 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.



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

Initial Technology Education

National Association for the Education of Young Children (NAEYC)

Initial Early Childhood Education

Advanced Early Childhood Education

National Association of School Psychologists (NASP)

Advanced School Psychology

National Council for the Social Studies (NCSS)

Initial Social Studies

National Council of Teachers of English (NCTE)

Initial Middle/Junior and Senior High

National Council of Teachers of Mathematics (NCTM)

Initial K–4

Initial 5–8

Initial 7–12

National Middle School Association (NMSA)

Initial Middle Level

Middle Level Masters

Middle Level Specialist

Middle Level Doctoral

National Science Teachers Association (NSTA)

Initial Science



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 an initial accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to institutions that piloted the NCATE Unit Standards in fall 2000 and spring 2001, and to all institutions with visits scheduled in fall 2001 and beyond.¹

INITIAL ACCREDITATION

After an initial accreditation visit, the UAB will render one of the following accreditation decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the six NCATE standards for unit accreditation. Weaknesses may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit will be expected to describe progress made in addressing the weaknesses cited in NCATE's action report. The next on-site visit is scheduled for five years following the semester of the initial 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 two years.

If provisional accreditation is granted, the UAB will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years 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 two years.

¹ For the latest guidance on NCATE policies and procedures, visit the NCATE website at www.ncate.org.



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.

If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the initial accreditation visit occurred. This scheduling establishes and maintains the unit's five-year accreditation cycle.

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

Revocation of Accreditation². Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

CONTINUING ACCREDITATION

After a continuing accreditation visit, the UAB will render one of the following decisions:

Continuing Accreditation. This accreditation decision indicates that the unit meets each of the six NCATE standards for unit accreditation. Weaknesses may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit will be expected to describe progress made in addressing the weaknesses cited in NCATE's action report. The next on-site visit is scheduled for five years following the semester of the continuing accreditation visit.

Accreditation with Conditions. This accreditation decision 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 previously unmet standard(s) within two years.

² 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.

If accreditation with conditions is granted, the UAB will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years 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 two years.

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 continuing accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original five-year accreditation cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the NCATE standards, and has weaknesses 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 two years of the semester in which the probationary decision was rendered. This visit will mirror the process for initial accreditation. The unit as part of this visit 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 for five years after the semester of the probationary visit.

Revocation of Accreditation³. Following a comprehensive site visit that occurs 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, and has weaknesses that limit its capacity to offer quality programs that adequately prepare candidates.

³ 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.



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 composed of 30 representatives, including the chairs of the other three boards, a public representative, and a National Board for Professional Teaching Standards representative. Each group of associations (teacher educators, teachers, policy makers 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. It is responsible for developing standards and procedures 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 school specialists. In addition, one 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

¹ For the latest guidance on NCATE policies and procedures, visit the NCATE website at www.ncate.org.



enter into or renew a partnership agreement. This board is composed of 13 members; two each represent teacher education, teachers, and professional specialty groups, and seven represent state and local policymakers.

The **Specialty Areas Studies Board** approves program standards of national professional associations 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 composed of one representative each from the teacher, teacher education, and policy-maker groups, and all representatives from the specialty professional associations not assigned to other boards. Currently, there are 15 members on this board.

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 constituent member 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 judgments about professional education units.

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 a second three-year term and re-appointed for additional terms after participation in another training session.

Each Board of Examiners team assigned to visit an institution includes at least one member from (a) teacher education, (b) teachers, and (c) other constituencies. Each team normally includes at least one member who is a faculty member or administrator in an institution similar in size and type to the institution being visited.

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

NCATE AND STATE DECISION MAKING

Through its state partnership program, NCATE now collaborates with over 45 states to review colleges of education; state participation is increasing each year. State partnerships bring new rigor to the process of reviewing colleges of education 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, colleges of education which elect to do so can simultaneously achieve 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/partners/m_partners.htm.



Glossary of NCATE Terms

Accreditation. 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.

Accreditation Action Report. The report issued by the Unit Accreditation Board which indicates the unit's accreditation status and summarizes the weaknesses to which the unit must respond in its annual reports.

Advanced Preparation. Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the graduate level.

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 Examiner teams as they prepare for on-site accreditation visits.

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.

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

Board of Examiners (BOE) 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 cites any weaknesses 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 unit seeking initial accreditation that has established itself as a *precandidate* and has met the nine *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 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 professional school personnel. 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 Teacher Standards grants advanced certification.]

Clinical Faculty. School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

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 meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

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

Continuing Accreditation. The accreditation decision rendered by NCATE following a successful accreditation visit five years after an institution's professional education unit has been accredited. Accreditation is continued for as long as the unit continues to satisfy NCATE's standards and requirements.

Continuing Accreditation with Conditions. An NCATE accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the conditions within two years after the decision was rendered.

Continuing Accreditation with Probation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses overall that place the unit's accreditation in jeopardy if they are left uncorrected. An accreditation visit that follows the protocol for an initial visit must be scheduled by the unit and take place within two years of the semester in which a probationary decision was rendered.

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.

Dispositions. The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Distance Learning. A formal educational process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

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.

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

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. Employees of a higher education institution with full-time assignments with the professional education unit as instructors, professors at different ranks, administrators, and professional support personnel.

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.

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 personnel prepared at the institution.

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



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 Accreditation. The decisions rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements for the first time.

Initial Teacher Preparation. Programs at baccalaureate or postbaccalaureate levels that prepare candidates for the first license to teach.

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 *Handbook for Continuing Accreditation Visits* or the *Handbook for Initial Accreditation Visits* for details.)

Institutional Standards. The unit's declaration of the knowledge, skills, and dispositions expected of candidates preparing to teach or do other work in schools. The institutional standards should identify candidate proficiencies and be reflected in the unit's conceptual framework.

Interim Report. A report prepared by a unit that describes changes and improvements in, and evaluations of, the unit's programs since the previous program review. The interim report submitted one year before the unit's continuing accreditation visit, is reviewed by the Specialized Professional Association (SPA) to continue program approval.

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 the geographical area.

Nationally Recognized Program. A program that has met the standards of a specialized professional association that is a constituent member of NCATE. An institution's state-approved program also will be considered a *nationally recognized program* if the state program standards have been approved by the appropriate national association. [Nationally recognized programs are listed on NCATE's website or in the biennial guide of institutions with initial teacher preparation programs.]

NBPTS. The National Board for Professional Teacher 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.

Other Professional School Personnel. 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.

Part-time Faculty. Employees of a higher education institution 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.

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 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 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” or “not met.” It contrasts with accreditation decisions based solely on course offerings, program experiences, and “inputs” as the evidence for judging attainment of professional standards.

Performance Criteria. Descriptions or rubrics that specify qualities or levels of candidate proficiency that are used to evaluate candidate performance.

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 in another professional school role. 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. Nine fundamental requirements that undergird NCATE's standards that must be met before a unit is permitted to advance to candidacy for initial 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 inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools, etc.

Professional Development Schools. 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.



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.

Program. A planned sequence of courses and experiences leading to a degree or recommendation for a state license.

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 personnel.

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 an initial visit that indicates that the unit is provisionally accredited, and has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

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.

SASB. Specialty Area Studies Board

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. 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.

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.

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

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 personnel 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 constituent members of NCATE and have standards for both students in schools and candidates preparing to work in schools.

SPA Program Review. The process by which the specialized professional associations assess 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 NCATE *preconditions* process, unless the state's program standards have been approved by NCATE's Specialty Areas Studies Board for the review of institutions' teacher education programs.)

SPA Program Standards. Standards developed by national professional associations that describe what professionals in the field should know and be able to do.

SPA State Program Standards Review. The process by which the specialized professional associations evaluate the degree to which a state's program standards are aligned with the 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.)

SPA Report. The written findings (or a critique) by a specialized professional association of (1) an institution's programs for the preparation of teachers or other education professionals, or (2) a state's program standards.

SPA Report Rejoinder. (1) A unit's written response to a specialized professional association's review of the unit's teacher preparation programs. (2) A state's written response to a specialized professional association's review of the state's program review standards.

SPB. Specialty Area Studies Board

Standards. Written expectations for meeting a specified level of performance. Standards exist for the content that P–12 students should know at a certain age or grade level.

State Approval. Governmental activity requiring specific professional education programs within a state to meet standards of quality so that their graduates will be eligible for state

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

State Program Approval Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

State Program Review. The state education agency assessment of the quality of programs offered by a professional education unit.

State Program Standards Report. Documentation submitted to a SPA by a state that demonstrates 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 personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

Student Teaching. Preservice clinical practice for candidates preparing to teach.

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

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 the (1) 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.

Third-year Review. A report prepared by NCATE three years following an accreditation visit that provides feedback to the unit based on annual reports submitted since the previous visit. This review is intended to help the unit focus on areas of continuing weakness, to indicate weaknesses that appear to have been corrected, and to indicate areas of emerging concern.

UAB. Unit Accreditation Board.

Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the “professional education unit.”



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

Weakness. A statement written in the Board of Examiners report 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 a weakness or weaknesses and still recommend that the standard is met. Units must report on progress made toward correcting weaknesses in their annual reports to NCATE.



NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

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