

NCATE STANDARDS, 2000

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates⁷ 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 students⁸ learn. Assessments indicate that candidates meet professional, state, and institutional standards.⁹

Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>	<u>TARGET</u>
Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	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. All program completers pass the academic content examinations in states that require such examinations for licensure.

Content Knowledge for Other Professional School Personnel

<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>	<u>TARGET</u>
Candidates for other professional school roles have an inadequate understanding of their field and cannot give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	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. All program completers pass the academic content examinations in states that require such examinations for licensure.

⁷ 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.

⁸ "All students" includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins.

⁹ The unit assesses candidate performance through a comprehensive set of assessments that includes state licensing examinations where they exist. Knowledge and skills are assessed through measures such as examinations, portfolios, papers, presentations, and case studies. Assessments of knowledge, dispositions, and teaching performance occur during field experiences and clinical practice and include candidate analysis of P-12 student learning. The unit supplements information about candidate performance with information about graduates derived from follow-up studies, employer evaluations, and job placement rates. If a program does not meet the state cut-off score on licensing examinations, the unit must provide other convincing evidence that the unit meets the standard.

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

Teacher 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

Teacher candidates can apply 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

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems.

Professional Knowledge and Skills for Other School Personnel

UNACCEPTABLE

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

ACCEPTABLE

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

TARGET

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

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
- English as a second language
- Secondary and middle level disciplines of
- English language arts
- Mathematics
- Science

- Social studies
- Computing
- Technology education
- Health
- Physical education.¹⁰

Program standards for other areas such as foreign languages 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 dispositions¹¹ 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.

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,¹² 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;¹³ 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.¹⁴

¹⁰ 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.

¹¹ 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.

¹² 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.

¹³ A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

¹⁴ 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).

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 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.¹⁵

Candidates preparing to work in schools as other school personnel demonstrate the knowledge, skills, and dispositions necessary to meet professional,¹⁶ 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 library 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

¹⁵ Additional information about the propositions and the National Board's assessments for experienced teachers can be found on NBPTS' website, www.nbpts.org.

¹⁶ NCATE's program standards for these fields and the directions for preparing documentation can be downloaded from its web-site, www.ncate.org. A list of programs with professional standards is appended to these unit standards.

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.

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 maintain a record of formal candidate complaints or document the resolution of complaints. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.

ACCEPTABLE

The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. 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. The unit maintains a record of formal candidate complaints and documentation of their resolution. 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 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 video-tapes) 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 there-after, 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

<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>	<u>TARGET</u>
<p>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.</p>	<p>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.</p>	<p>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.</p>

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 frame-work(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 frame-work(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 proficiencies 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 other's 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 and advanced 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, post baccalaureate, 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 proficiencies 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 faculty¹⁷ to mentor and supervise teacher candidates.

Accountability for clinical practice includes (1) the application of both entry and exit requirements for candidates; (2) candidates' demonstration of content, pedagogical, and professional knowledge aligned with standards; (3) candidates' demonstration of proficiencies in early field experiences; (4) candidates' application of the skills, knowledge, and 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 preparing. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.

¹⁷ Clinical 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 back-grounds 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

<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>	<u>TARGET</u>
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.	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. Feed-back from peers and supervisors helps candidates reflect on their ability to help all students learn.	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: Faculty¹⁸ 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.

¹⁸ 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 out-lined 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 frame-work(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 professional education 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

Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They 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

Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They 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

<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>	<u>TARGET</u>
Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.	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.	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.¹⁹ Faculty are actively involved in professional associations as shown through their provision of education-related service and leadership at the local, state, national, and international levels.

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

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

¹⁹ These expectations are drawn from the "Standards for Teacher Educators" of the Association of Teacher Educators.

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’s recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The unit does not ensure that candidates have access to student services such as advising or counseling. The unit is not recognized as a leader on campus or within the educational community.

ACCEPTABLE

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

TARGET

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

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

<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>	<u>TARGET</u>
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.	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.	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.