



NCATE's Standard 1

The BIG picture
Key elements and evidence
Moving to target
Intersections and potholes
Questions and answers

The BIG picture of standard 1

- Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards (pp. 16-20)
 - 1a. Content Knowledge for Teacher Candidates
 - 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates
 - 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
 - 1d. Student Learning for Teacher Candidates
 - 1e. Knowledge and Skills for Other School Professionals
 - 1f. Student Learning for Other School Professionals
 - 1g. Professional Dispositions for All Candidates

Key elements and evidence for element 1a, b, and c

1a. Content knowledge
for teacher candidates

1b. Pedagogical Content
Knowledge and Skills
for Teacher
Candidates

1c. Professional and
Pedagogical
Knowledge and Skills
for Teacher
Candidates

- State program review documents and state findings
- Title II reports submitted to the state for the previous three years
- Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit's conceptual framework
- Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
- Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit



Definitional Clarity (pp. 84-92)

1b. Pedagogical Content Knowledge and Skills

1c. Professional and Pedagogical Knowledge and Skills

- **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.




Exhibit examples: University of Laverne

- **Standard 1 Exhibits**
- Table 4: Pass Rates on Content Licensure Tests for Initial Teacher Preparation
- Exhibit 1a.5.1 : B.S. Child Development Key Assessment 1 Knowledge
- Exhibit 1c.5.1: Teacher Performance Assessment (TPA) Data
- Exhibit 1a.5.2 : Sample Center for Teacher Quality Data Table
- Exhibit 1a.5.3: B.S. Child Development End-of-Program Survey Data Fall 2007 to Spring 2010
- Exhibit 1a.5.4: M.S. Reading End-of-Program Survey Data
- Exhibit 1b.4.1: B.S. Child Development Key Assessment 2-5 Planning, Use of Assessments, Diversity and Technology



Key elements and evidence for element 1d

1d. Student Learning for Teacher Candidates

- Examples of candidates' assessment and analysis of P-12 student learning
- Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available




IR example: Trinity University (TX)

1d. Student Learning for Teacher Candidates

Portfolio assessments that document classroom observations as well as mid-year and exit conferences reveal that candidates have tended to earn comparatively weak scores on PTS standards centered on the assessment of student learning. Like many novice educators, our candidates wrongly assume that (1) if they had taught, students had learned and (2) that if they had not learned, it was up to the student to fill in his/her knowledge gaps not the teacher.

As a result of this data, in 2008 unit faculty decided that candidates should engage in purposeful examination of student learning through the development and implementation of a Teacher Work Sample (TWS) to be completed during their internship year. Candidate work is assessed using a rubric in Foliotek, our electronic portfolio provider. Pilot results have been encouraging—average scores for fall, 2009 were 40.5 / 44 (92.5%). For each of the indicators, candidates have scored an average of 1.36 – 2.00 on a 2.00 scale—meaning that their scores reliably fall between the categories —Indicator Partially Met|| and —Indicator Met.|| Faculty have continued to revise the TWS assignment and rubric to better suit the needs of our candidates and to improve our candidates' ability to measure student learning.



Key elements and evidence for element 1e and f (and a, b, c)

1e. Knowledge and Skills for
Other School Professionals

1f. Student Learning for Other
School Professionals

- Follow-up studies of graduates and summaries of the results
- Employer feedback on graduates and summaries of the results
- Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available



Key elements and evidence for element 1g

Professional Dispositions for All Candidates

- Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
- Data and summaries of results on key assessments of candidates' professional dispositions (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)

Dispositions example: West Liberty University

- Teacher candidate disposition begins in the first Education course, Introduction to Professional Education, EDUC 100. Teacher candidates self-reflect on their dispositions for teaching. **Exhibit 8 details the disposition process throughout the program.** At specific program points, faculty and cooperating teachers reflect upon the dispositions of teacher candidates. In the graduate program, part of the final capstone experience includes a formal disposition inventory completed by an employer.



Moving to target in element 1a: Content knowledge

Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure.

Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.

Teacher candidates **have in-depth knowledge of the content** that they plan to teach as described in professional, state, and institutional standards.

They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

All program completers pass the content examinations in states that require examinations for licensure.

Candidates in advanced programs for teachers **are recognized experts in the content** that they teach.

Moving to target in element 1b

Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards.

They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.

They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.

Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.

They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.

Teacher candidates **reflect a thorough** understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards.

They have **in-depth understanding** of the content that they plan to teach and are able to **provide multiple explanations and instructional strategies** so that all students learn.

They present the content to students in **challenging, clear, and compelling ways, using real-world contexts** and integrating technology appropriately.

Candidates in advanced programs for teachers **have expertise** in pedagogical content knowledge and **share their expertise through leadership and mentoring roles** in their schools and communities.

They understand and address student preconceptions that hinder learning.

They are able to critique research and theories related to pedagogy and learning.

They are able to select **and develop** instructional strategies and technologies, based on research and experience, **that help all students learn.**

Deb Eldridge, NCATE
Senior Vice President

Moving to target in element 1c

Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.

They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

They reflect on their practice.

They know major schools of thought about schooling, teaching, and learning.

They are able to analyze educational research findings and incorporate new information into their practice as appropriate.

Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement.

They engage in professional activities.

They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students.

They are aware of current research and policies related to schooling, teaching, learning, and best practices.

They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

Teacher candidates **reflect a thorough understanding** of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.

They consider school, family, and community contexts in **connecting concepts to students' prior experience and applying the ideas to real-world issues.**

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.

Candidates in advanced programs for teachers **develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.**

They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

Moving to target in element 1d: Student learning

Teacher candidates focus on student learning.

Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.

They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.

Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice.

They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

They are aware of and utilize school and community resources that support student learning.

Teacher candidates focus on student learning and **study the effects of their work.**

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

Candidates in advanced programs for teachers **have a thorough understanding of assessment.**

Same

They collaborate with other professionals to identify and design strategies and interventions that support student learning.

Moving to target in element 1e: OSP K&S

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services.

Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure

Candidates for other professional school roles have an **in-depth** understanding of knowledge in their fields as delineated in professional, state, and institutional standards **and demonstrated through inquiry, critical analysis, and synthesis.**

They **collect and analyze data** related to their work, reflect on their practice, and **use research** and technology to support **and improve** student learning.

All program completers pass the academic content examinations in states that require such examinations for licensure.

Moving to target in element 1f: OSP student learning

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.

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.

Moving to target in element 1g: Professional dispositions

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

Their work with students, families, colleagues and communities reflects these professional dispositions.

Candidates **work with students, families, colleagues, and communities in ways that reflect** the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.

Candidates demonstrate classroom behaviors that **create caring and supportive learning environments and encourage self-directed learning by all students.**

Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.




Intersections and potholes in standard 1

INTERSECTIONS

- Standard 2
- Standard 3
- Standard 4

POTHOLES

- The unit **lacks sufficient evidence** that candidates demonstrate adequate content knowledge.
- The unit **does not ensure** that candidates, with the exception of .xxx program candidates, demonstrate the pedagogical knowledge necessary to **help all students learn**.
- The unit lacks sufficient evidence that candidates **assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress**.



Obtaining further support and guidance: Online and F2F support

- Webinar schedule available online
- Twice yearly conferences:
 - Regional held throughout the country
 - Annual in Washington, DC area
- Ask to be nominated to train as a BOE member
- Ask to serve as a SPA program reviewer
- Conference resource room

Obtaining further support and guidance: NCATE staff

The NCATE main telephone number is 202-466-7496

Program Review Team

Monique Lynch – mlynch@ncate.org

CI visits

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Questions and answers for standard 1

EMBEDDED Video