



NCATE Standard 1: Candidate Knowledge, Skills, & Professional Dispositions





Agenda

- I. Overview of NCATE Accreditation**
- II. Standard 1 and Its Elements**
- III. Institutional Report & Exhibits**
- IV. Areas for Improvement**
- V. Moving Toward Target**



I. Overview of NCATE Accreditation

Scope of NCATE Accreditation

The NCATE accreditation process focuses on the *Professional Education Unit*, which is defined as the administrative body at a college or university that has primary responsibility for the preparation of school personnel.

The professional education unit must include in its accreditation review *All Programs* in the institution for the **initial and advanced** preparation of teachers and other school professionals to work in P-12 settings.





I. Overview of NCATE Accreditation

Standards Driven and Performance Based Accreditation

NCATE applies its *Unit Standards* to the professional education unit as a whole.

Assessment and evaluation data should be *Disaggregated by Program* and by off-campus, alternate delivery, and alternative route programs.

Assessment data on candidates must be disaggregated for program and unit review by the *States* in which candidates are living at the time they take the assessment.

NCATE Vocabulary

- Unit Accreditation vs. Program Review
- Initial Programs vs. Advanced Programs
- Unit Standards vs. SPA Standards
- Candidates vs. Students
- Clinical Faculty vs. Professional Education Faculty
- BOE vs. UAB

GLOSSARY

Glossary of NCATE Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Structure of the Unit Standards

1. Standard
2. Rubric
3. Supporting Explanation

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

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

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

UNACCEPTABLE

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

ACCEPTABLE

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

TARGET

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



Standard 1





Standard 1

Candidate Knowledge, Skills, and Dispositions

*Candidates preparing to work in schools as teachers or other school personnel **know the content of their fields, demonstrate professional and pedagogical knowledge, skills, and dispositions and apply them so that students learn. Assessments indicate that candidates meet professional, state, and institutional standards.***





II. Elements in Standard 1

Teacher Candidates (ITP & Advanced Teaching)

- 1a Content Knowledge
- 1b Pedagogical Content Knowledge & Skills
- 1c Professional & Pedagogical Knowledge & Skills
- 1d Student Learning

Other School Professionals

- 1e Knowledge & Skills
- 1f Student Learning

All Candidates

- 1g Professional Dispositions



1a. Content Knowledge for Teacher Candidates

1a. Content Knowledge for Teacher Candidates

- Candidates know **subject matter**
- Candidates can explain concepts in **professional, state, and institutional standards**
- **80 percent** or more of program completers pass the content exam for state licensing, in states that have such an exam
- Candidates in **advanced programs** for teachers have an in-depth knowledge of the content that they teach





The meaning of 80%...

1. Unit Accreditation - Standard 1

- Requires that 80% of the completers across **all programs** pass their content tests

2. National Program Recognition

- Requires that 80% of the completers in the **program** pass the content test



1b. Pedagogical Content Knowledge and Skills

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

- Candidates have broad knowledge of **instructional strategies** – pedagogical and content
- Candidates can **present** content in clear and meaningful ways
- Candidates can **integrate technology** in presenting
- **Advanced** level candidates*
 - Have an in depth understanding of content and theories related to pedagogy and learning
 - Are able to select and use a broad range of strategies
 - Are able to explain choices

1c. Professional and Pedagogical Knowledge & Skills

Initial Teacher Candidates

- **Candidates can apply their professional and pedagogical knowledge and skills**
 - Sociological, historical, philosophical foundations
 - Professional ethics, law and policy
- **Candidates consider school, family and community contexts**
- **Candidates consider prior student experiences**
- **Candidates know major schools of thought**
- **Candidates can analyze research findings**



1c. Professional and Pedagogical Knowledge & Skills

Advanced Teacher Candidates

- Reflect on practice
- Engage in professional activities
- Know school, family, and community context
- Collaborate with professional community
- Are aware of current research
- Can analyze educational research and policies; implications



1d. Student Learning for Teacher Candidates

Initial Teacher Candidates

- Candidates focus on student learning as shown in:
 - Assessments, adjustments, and monitoring of student learning
 - Development of meaningful learning experiences based on developmental levels and prior experience

Advanced Teacher Candidates

- Candidates in advanced programs
 - Have thorough understanding of major concepts and theories related to assessment
 - Apply these theories and concepts
 - Analyze and use student, classroom, and school performance data
 - Are aware of and use school and community resources

1e. Knowledge & Skills for Other School Professionals

1e. Knowledge and Skills for Other School Professionals

- Have adequate understanding of professional knowledge
- 80 percent rule
- Know students, families, and communities
- Use research to improve practice
- Use technology to improve practice
- Support student learning





1f. Student Learning for Other School Professionals

1f. Student Learning for Other School Professionals

- Other school professionals create positive learning environments
- They understand:
 - Developmental levels
 - Student, family, and community diversity
 - The policy context in which they work

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



1g. Expectations for Professional Dispositions

Professional Dispositions

Professional attitudes, values, and beliefs **demonstrated** through both verbal and non verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

- NCATE expects institutions to assess professional dispositions based on **observable behaviors in educational settings**.
- The two professional dispositions that NCATE expects institutions to assess are **fairness** and the **belief that all students** can learn.



1g. Professional Dispositions for All Candidates

1g. Professional Dispositions for All Candidates

- Candidates are familiar with expected **professional dispositions**
- Dispositions in professional, state, and institutional standards are **reflected in their work**
- All candidates demonstrate classroom behaviors consistent with the ideals of **fairness and the belief that all students can learn**
- Candidates **demonstrate** professional dispositions





Program Reviews as Evidence of Meeting Standard 1

National Recognition	State Program Approval
National Reviews by SPAs (Specialized Professional Associations)	State Reviews by the State Agency Responsible for Program Approval

- Provides an in-depth expert review of programs based on national/state standards in the various program areas
- Provides the unit and BOE with information and data to use in response to Standard 1



Alignment of Program Review with Standard 1

Program Review	Unit Standard 1 Rubrics
Content	Rubric element 1a
Professional & Pedagogical Knowledge & Skills	Rubric elements 1b, 1c, & 1e
P-12 Student Learning	Rubric elements 1d & 1f





III. Institutional Report and Exhibits

Standard 1

1. The “Big” Question Related to the Standard
2. Moving Toward Target or Continuous Improvement
3. Exhibits





The “Big” Question Related to Standard 1

Standard 1

1.1 What do candidate *assessment data* tell the unit about candidates’ meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.





1.2 Moving to the Target or Continuous Improvement

1.2a Standard on which the unit is moving to the Target Level

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in unit Standard 1.

1.2b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 1.



Exhibits

1.3 EXHIBITS

1.3.a	State program review documents and state findings
1.3.b	Title II reports submitted to the state for the previous three years
1.3.c	Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit's <i>conceptual framework</i>
1.3.d	Data and summaries of results on key assessments, including proficiencies identified in the unit's <i>conceptual framework</i> (Data should be disaggregated for off-campus, alternative delivery and alternative route programs)
1.3.e	Key assessments and scoring guides used for assessing <i>professional dispositions</i> , including fairness and the belief that all students can learn
1.3.f	Data and summaries of results on key assessments of candidates' <i>professional dispositions</i> (Data should be disaggregated for off-campus, alternative delivery and alternative route programs)



Exhibits

1.3 EXHIBITS

1.3.g	Examples of candidates' assessment and <i>analysis of P-12 student learning</i>
1.3.h	Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.3.i	Follow-up studies of graduates and summaries of the results
1.3.j	Employer feedback on graduates and summaries of the results
1.3.k	<i>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</i>



IV. Areas for Improvement (AFI)

Common Areas for Improvement Cited for Standard 1

1a. Content Knowledge for Teacher Candidates

- The unit has less than an **80 percent** pass rate for its program completers on the licensure examination that is required for state licensure.
- The unit lacks sufficient evidence that candidates demonstrate **adequate** content knowledge (*Initial*).
- The unit lacks sufficient evidence that candidates demonstrate an **in-depth knowledge** of the content that they teach (*Advanced*).



IV. Areas for Improvement (AFI)

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

- The unit lacks sufficient evidence that candidates demonstrate **adequate** pedagogical content knowledge and skills (*Initial*).
- The unit lacks sufficient evidence that candidates demonstrate an **in-depth understanding** of the content of their field and of the theories related to pedagogy and learning (*Advanced*).
- The unit does not ensure that candidates, with the exception of xxx program candidates, demonstrate the pedagogical knowledge necessary to **help all students** learn (*Initial and Advanced*).



IV. Areas for Improvement (AFI)

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

- The unit lacks sufficient evidence that candidates demonstrate **adequate** professional and pedagogical knowledge and skills (*Initial*).
- The unit lacks sufficient evidence that candidates demonstrate **in-depth professional** and pedagogical knowledge and skills (*Advanced*).
- The unit does not ensure that all candidates possess the professional knowledge and demonstrate the professional skills necessary **to help all students learn** (*Initial and Advanced*).





IV. Areas for Improvement (AFI)

1d. Student Learning for Teacher Candidates

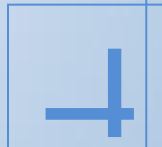
- The unit **lacks sufficient evidence** that candidates **assess and analyze** student learning, make appropriate adjustments to instruction, and monitor student progress (*Initial*).
- The unit **does not ensure** that candidates focus on **student learning**, use assessments in instruction, and develop meaningful learning experiences for P-12 students based on their developmental levels and prior experiences (*Initial*).
- The unit lacks sufficient evidence that candidates **thoroughly understand** the major concepts related to assessing student learning, regularly apply them in their practice, and make data-driven decisions so that all students can learn (*Advanced*).
- The unit **does not ensure** that candidates of other school professionals are able to create positive environments for **student learning** and understand and build upon the developmental levels of P-12 students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work (*Advanced*).



V. Target Level Performance

Target Level Performance

With the implementation of the new accreditation option of Continuous Improvement (CI), NCATE is expecting units to demonstrate **movement toward and performance at** the target level.





V. Target Level Performance

Element 1a. Content Knowledge for Teacher Candidates

Possible examples of target-level activities:

- Teacher candidates' involvement in **research projects** in the content area.
- Exemplary performance of teacher candidates on robust content **assessments**.
- Advanced teaching candidates serving on committees developing **state and national** standards in their content fields, and presenting at state and national meetings.





V. Target Level Performance

Element 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Possible examples of target-level activities:

- Teacher candidates are involved in **innovative projects** using new technologies that are helping a greater number of students to become proficient or advanced in the subject matter.
- The unit has redesigned its secondary education programs to involve more content specialists in the **design and application of assessments** during clinical practice to determine that candidates have developed their pedagogical content knowledge and are demonstrating it in their classroom practices.
- Advanced candidates are actively involved in **research projects** in their classrooms to identify students' misperceptions and myths about the content field and develop strategies for correcting them.



V. Target Level Performance

THE MINUTE PAPER

Element 1d. Student Learning for Teacher Candidates

1. Identify Two Examples of Target-Level Activities
2. Exchange Your Paper/Ideas with a Colleague



1d. Student Learning for Teacher Candidates (INT)

Unacceptable	Acceptable	Target
<ul style="list-style-type: none">Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.

1d. Student Learning for Teacher Candidates (ADV)

Unacceptable	Acceptable	Target
<ul style="list-style-type: none">▪ Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning.▪ They do not use classroom performance data to make decisions about teaching strategies.▪ They do not use community resources to support student learning.	<ul style="list-style-type: none">▪ 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.	<ul style="list-style-type: none">▪ Candidates in advanced programs for teachers have a thorough understanding of assessment.▪ They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.▪ They collaborate with other professionals to identify and design strategies and interventions that support student learning.



V. Target Level Performance

Element 1d. Student Learning for Teacher Candidates

Possible examples of target-level activities :

- Teacher candidates are **systematically collecting data** on student learning during their clinical practice, compiling the data, and analyzing the data as they reflect on their practice and make adjustments to improve learning.
- **Achievement data** of students who are being taught by recent completers of the unit's programs indicate that completers are having a positive impact on student learning.
- Advanced teaching candidates are **providing leadership** in their schools in the appropriate use of assessments and in making **data-driven decisions** about classroom instruction.



Thank You

