

2008 NCATE UNIT STANDARDS

A Summary of the NCATE Unit Standards Rubrics at the Acceptable Level

Standard 1: Candidate Knowledge, Skills, and Dispositions

1a. Content knowledge for teacher candidates

- Candidates know the subject matter to be taught.
- Candidates can explain concepts in professional, state, & institutional standards.
- Candidates pass state licensure exams.
- Advanced candidates have in-depth knowledge of content they teach.

1b. Pedagogical content knowledge for teacher candidates

- Candidates know instructional strategies.
- Candidates can present in clear & meaningful ways.
- Candidates integrate technology.
- Advanced candidates demonstrate in-depth understanding of pedagogy & learning.

1c. Professional and pedagogical knowledge and skills for teacher candidates

- Candidates apply professional & pedagogical knowledge.
- Candidates consider school, family, & community contexts.
- Candidates consider prior experiences of students.
- Candidates reflect on their practice.
- Candidates know major schools of thought.
- Candidates can analyze research.
- Advanced candidates are engaged in professional activities.
- Advanced candidates are aware of current research & policies.

1d. Student learning for teacher candidates

- Candidates assess student learning.
- Candidates use these assessments in instruction.
- Candidates develop meaningful learning experiences.
- Advanced candidates understand major concepts & theories of student learning.
- Advanced candidates analyze student assessment data & make data-driven decisions about learning.
- Advanced candidates use school & community resources to support learning.

1e. Professional knowledge and skills for other school personnel

- Other school professionals know their fields
- They know students, families, & communities.
- They use research to improve practice.
- They use technology to improve practice.
- They can explain concepts in professional, state, & institutional standards.
- Candidates pass state licensure exams at a rate of 80% or more.

1f. Student learning for other professional school personnel

- Other school professionals create positive learning environments.
- They build on students' developmental levels.
- They understand student, family, & community diversity.
- They understand the policy context in which they work.

1g. Dispositions for all candidates

- Candidates are familiar with expected dispositions.
- Candidates demonstrate classroom behaviors consistent with fairness & belief that all students can learn.
- Dispositions are reflected in their work with students, families, & communities.

Standard 2: Assessment System and Unit Evaluation

2a. Assessment System

- Assessment system reflects conceptual framework and professional & state standards.
- System is regularly evaluated by professional community.
- System is based on professional, state, & institutional standards.
- System includes comprehensive & integrated set of evaluation measures.
- Evaluation measures assess candidate performance & unit operations.
- Assessments are conducted at transition points throughout programs.
- Candidate performance is determined through multiple assessments.
- Unit eliminates bias & tests for fairness, accuracy, & consistency.

2b. Data collection, analysis, and evaluation

- System is maintained & provides regular, comprehensive information on candidates, programs, & the unit.
- Data are collected from applicants, candidates, graduates, faculty, & others.
- Candidate assessment data are systematically collected, compiled, aggregated, summarized, & analyzed.
- Candidate assessment data are disaggregated for alternate routes, off-campus programs, & distance learning programs.
- Records of formal complaints are maintained; resolutions are documented.
- Data are regularly compiled, summarized, & analyzed.
- System is maintained using information technology.

2c. Use of data for program improvement

- Data are regularly & systematically used to evaluate courses, programs, & clinical experiences.
- Unit initiates changes based on data.
- Faculty has access to data.
- Data are shared with faculty & candidates to help them reflect/improve.

Standard 3 – Field Experiences and Clinical Practice

3a. Collaboration between unit and school partners

- Field experiences & clinical practices are designed, delivered, & evaluated with school partners & others.
- Together, units & school partners jointly determine placement of student teachers & interns.
- Together, units & school partners share expertise to support candidates' learning.

3b. Design, implementation, & evaluation of field experiences and clinical practice

- Candidates meet entry & exit criteria for clinical practice.
- Candidates participate in a variety of field experiences before clinical practice.
- The conceptual framework is reflected in field experiences & clinical practice.

- Field experiences & clinical practice help candidates develop knowledge, skills, & professional dispositions in standards.
- Clinical practice allows candidates to use information technology.
- Clinical practice is sufficiently extensive & intensive.
- Criteria for school faculty are clear & known.
- School faculty members are accomplished school professionals.
- Clinical faculty uses multiple assessments for candidate performance.
- Clinical faculty gives regular support to candidates.
- Advanced teaching candidates apply coursework in classrooms.
- Other school professionals can analyze data & use technology & research.

3c. Candidates development/demonstration of KSD to help all students learn

- Assessments are linked to proficiencies in the conceptual framework & standards.
- Multiple assessments evaluate candidate performance & student learning.
- Assessments are conducted by candidates, school, & unit faculty.
- Field experiences & clinical practice include time for reflection/feedback from peers & faculty.
- Field experiences & clinical practice include assessment of student learning.
- Field experiences & clinical practice include opportunity to work with students from diverse populations.

Standard 4: Diversity

4a. Design, implementation, & evaluation of curriculum and experiences

- Candidate proficiencies related to diversity are articulated by the unit.
- Candidates understand diversity, including English language learners (ELL) & students with exceptionalities.
- Candidates develop & teach lessons that incorporate diversity.
- Candidates connect instruction & services to students' experiences & cultures.
- Candidates demonstrate sensitivity to cultural & gender differences.
- Candidates incorporate multiple perspectives in their instruction.
- Candidates develop classroom/school climates that value diversity.
- Candidates understand teaching & learning styles & can adapt instruction.
- Candidates demonstrate dispositions valuing fairness & learning by all.
- Assessments provide data on candidate ability to help students from diverse populations learn.
- Assessment data are used for feedback to candidates.

4b. Experience working with diverse faculty

- Candidates interact with school, unit, and other faculty from diverse ethnic, racial, & gender groups.
- Faculty has knowledge & experiences to help candidates work with students from diverse groups, including ELL & students with exceptionalities.
- Faculty diversity is increased or maintained through the good faith efforts of the unit.

4c. Experiences working with diverse candidates

- Candidates interact & work with candidates from diverse ethnic, racial, gender, & economic groups.
- Candidates from diverse groups work together on committees & projects.
- Candidate diversity is increased or maintained through the good faith efforts of the unit.

4d. Experiences working with diverse students in P-12 schools

- Field experiences or clinical practice occur in settings with students from diverse ethnic, racial, gender, socioeconomic, & exceptional groups.
- Feedback from peers & supervisors helps candidates reflect on their ability to help all students.

Standard 5: Faculty Qualifications, Performance, and Development

5a. Qualified faculty

- Professional education faculty members have earned doctorates or expertise in assigned areas.
- School faculty members are licensed in fields that they supervise.
- Higher education clinical faculty members have contemporary professional experiences in their areas.

5b. Modeling best professional practices in teaching

- Faculty knows the content they teach.
- Faculty helps candidates develop proficiencies in professional, state, & institutional standards.
- Faculty helps candidates apply research, theories, & current developments to their fields.
- Faculty values candidate learning & assess candidate performance.
- Teaching supports candidate reflection, critical thinking, problem solving, & professional dispositions.
- Faculty uses a variety of instructional methods.
- Faculty integrates diversity & technology into their teaching.
- Faculty assesses their effectiveness as teachers, including their effects on candidate learning.

5c. Model best professional practices in scholarship

- Faculty demonstrates scholarly work in their fields.
- The type of scholarly work is based on the mission of the institution.

5d. Modeling best professional practices in service

- Faculty provides service to the university, schools, & community consistent with the mission of the unit & institution.
- Faculty collaborates with school faculty & faculty in other units of the institution.
- Faculty members are actively involved in professional associations.
- Faculty provides education related services at local, state, national, & international levels.

5e. Unit evaluation of professional education faculty performance

- Systematic & comprehensive evaluation of faculty teaching performance is conducted by the unit.
- Faculty evaluations are used to improve teaching, scholarship, & service.

5f. Unit facilitation of professional development

- Professional development activities are based on faculty evaluations.
- Professional development helps faculty develop their knowledge & skills related to conceptual framework, performance assessment, diversity, technology, & emerging practices.

Standard 6: Unit Governance and Resources

6a. Unit leadership and authority

- Unit has leadership & authority to plan, deliver, & operate coherent programs.
- Unit manages/coordinates all programs for the preparation of education professionals.
- Unit's recruiting & admissions policies are clear & consistent in publications & catalogs.
- Academic calendars, catalogs, publications, grading policies, & advertisements are accurate & current.
- Unit ensures candidate access to counseling & advising.
- Faculty participates in program design, implementation, & evaluation.
- Collaboration between unit faculty & other faculty members is facilitated by the unit.

6b. Unit budget

- Unit receives sufficient budgetary allocations at least proportionate to other units on campus with clinical components.
- Budget adequately supports on campus & clinical work essential for preparation of education professionals.

6c. Personnel

- Workload policies, including class size & online delivery, allow faculty to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in schools, & service.
- Faculty loads generally don't exceed 12 hours for undergraduate teaching & 9 hours for graduate teaching.
- Supervision of clinical practice does not generally exceed 18 candidates for each full time equivalent faculty supervisor.
- Appropriate use of full-time, part-time, & clinical faculty, as well as graduate assistants, ensures program coherence & integrity.
- An adequate number of support personnel exist.
- Adequate resources & opportunities for professional development exist.

6d. Unit facilities

- Adequate campus & school facilities support candidate learning.
- Facilities support faculty & candidate use of information technology in instruction.

6f. Unit resources including technology

- Unit allocates resources across programs.
- Unit provides adequate resources to develop & implement an assessment system.
- Unit has adequate information technology resources to support faculty & candidates.
- Faculty & candidates have access to sufficient & current library resources, curricular resources, & electronic information.