

CTC and NCATE Crosswalk

Professional Services Division

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Overview of this Report

A crosswalk between the NCATE 2000 standards and the Commission's Common Standards (2002) was developed by the Committee on Accreditation. This crosswalk was used by all institutions preparing for a merged NCATE/CTC visit and by all teams during the merged visits. Now that the Commission has adopted revised Common Standards (2007) it is necessary to develop a revised crosswalk.

Staff Recommendation

This is an information item.

Background

Staff has created a DRAFT crosswalk between the NCATE 2006 standards and the newly adopted Commission Common Standards (2007). This draft is presented here to begin the discussion that needs to take place to develop an updated crosswalk that reflects both the revised NCATE and CTC Standards.

<p align="center">NCATE Unit Standards (2006)</p>	<p align="center">California’s Common Standards (2007)</p>
<p>Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students³ learn. Assessments indicate that candidates meet professional, state, and institutional⁴ standards.</p> <p>1a. Content Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1b. Content Knowledge for Other Professional School Personnel</p> <p>1c. Pedagogical Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1d. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1e. Professional Knowledge and Skills for Other School Personnel</p> <p>1f. Dispositions for All Candidates</p> <p>1g. Student Learning for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1h. Student Learning for Other Professional School Professionals</p>	<p>Standard 7: Assessment of Candidate Competence</p> <p>7.1 Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards.</p> <p>7.2 Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the appropriate program standards.</p> <p>Standard 5: Admissions</p> <p>5.1 In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements.</p> <p>5.3 Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.</p>
<p>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.</p> <p>2a. Assessment System</p> <p>2b. Data Collection, Analysis, and Evaluation</p> <p>2c. Use of Data for Program Improvement</p>	<p>Standard 2: Unit and Program Evaluation System</p> <p>2.1 The education unit implements an assessment system for ongoing program and unit evaluation and improvement.</p> <p>2.2 The system collects, analyzes and utilizes data on candidate and program complete performance and unit operations.</p> <p>2.3 Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program efficacy.</p> <p>2.4 Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.</p> <p>Standard 6: Advice and Assistance</p> <p>6.4 Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>
<p>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</p>	<p>Standard 8: Field Experiences and Clinical Practice</p> <p>8.1 The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state-adopted academic standards.</p>

NCATE Unit Standards (2006)	California's Common Standards (2007)
<p>learn.</p> <p>3a. Collaboration between Unit and School Partners</p> <p>3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</p> <p>3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn</p>	<p>8.2 For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel.</p> <p>Standard 9: Program Sponsor, District and University Field Experience Supervisors</p> <p>9.1 Field supervisors provide systematic and continuing support for candidates.</p> <p>9.2 Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner.</p>
<p>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.</p> <p>4a. Design, Implementation, and Evaluation of Curriculum and Experiences</p> <p>4b. Experiences Working with Diverse Faculty</p> <p>4c. Experiences Working with Diverse Candidates</p> <p>4d. Experiences Working with Diverse Students in P-12 Schools</p>	<p>Standard 4: Faculty</p> <p>4.3 Faculty are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity.</p> <p>Standard 5: Admissions</p> <p>5.2 The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</p> <p>5.4 Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.</p> <p>Standard 8: Field Experiences and Clinical Practice</p> <p>8.3 Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.</p>
<p>Standard 5: Faculty Qualifications, Performance, and Development Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</p> <p>5a. Qualified Faculty</p> <p>5b. Modeling Best Professional Practices in Teaching</p> <p>5c. Modeling Best Professional Practices in Scholarship</p> <p>5d. Modeling Best Professional Practices in Service</p> <p>5e. Collaboration</p> <p>5f. Unit Evaluation of Professional Education Faculty Performance</p>	<p>Standard 4: Faculty</p> <p>4.1 Qualified persons are hired and assigned to teach and supervise all courses in each credential and certificate program.</p> <p>4.2 Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning.</p> <p>4.4 Faculty have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</p> <p>4.5 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 educator preparation.</p> <p>4.6 The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the</p>

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5g. Unit Facilitation of Professional Development	performance of course instructors and field supervisors, and retains only those who are consistently effective. Standard 9: Program Sponsor, District and University Field Experience Supervisors 9.3 Supervisory activities are evaluated and recognized. 9.4 District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.
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.	Standard 1: Educational Leadership 1.1 The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. 1.2 All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. 1.3 Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. Standard 3: Resources 3.1 The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. 3.2 Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. 3.3 Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. 3.4 A process that is inclusive of all programs is in place to determine resource needs.
6a. Unit Leadership and Authority	
6b. Unit Budget	
6c. Personnel	
6d. Unit Facilities	
6e. Unit Resources including Technology	

Standard 6: Advice and Assistance

6.1 Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. 6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements. 6.3 The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.