

NCATE STANDARDS

CSDE Approval
National Accreditation

Standards
Current Research
Best Practices

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Six NCATE Standards

- Knowledge, skills, and professional dispositions expected of educational professionals
- Units identify the organizational structures, policies, and procedures that should be in place to support candidates in meeting these expectations.

—NCATE

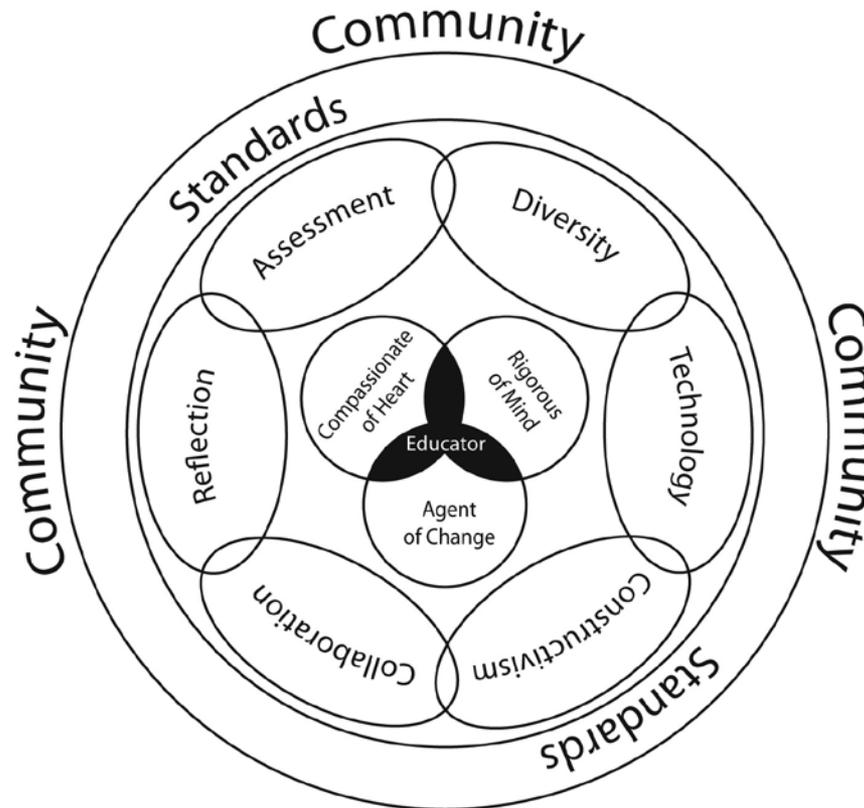
Conceptual Framework

**“Shared Vision
for a unit’s
efforts in
preparing
educators to
work effectively
in PK-12 schools”
-NCATE**

- Mission
- Philosophical stance
- Guiding principles
- Research base
- Commitment to the belief that every child can learn and has the right to learn
- Articulated with PK-12 schools

University of Saint Joseph

School of Education Conceptual Framework



Program Assessment of Progression in Initial Teacher License

- Entrance Criteria
- Accomplishments to Continue to Student Teaching
- Criteria to exit the Clinical Experience
- Exit from the Program

NCATE Standard 1

- Content knowledge
- Pedagogical content knowledge and skills
- Pedagogical and professional knowledge and skills
- Professional dispositions
- Student learning

NCATE Standard 1

Specialized Professional Associations (SPA)

- Early Childhood: National Association for Education of Young Children (NAEYC)
- Elementary: Association Children's Education International (ACEI)
- Secondary: each professional organization
- Special Education: Council for Exceptional Children (CEC)
- Multiple other licensed areas

NCATE Standard 1

Content Knowledge

- Candidate Program of Study
 - General Education courses
 - Content major

NCATE Standard 1

Pedagogical Knowledge, Skills, & Dispositions

- Candidate Program of Study
 - Teacher licensure coursework
 - National, state, and institutional standards
 - Institution' s Conceptual Framework
 - Current research
 - Best practice
 - PK-12 needs and initiatives
 - CSDE regulations
 - Connecticut 2010 Common Core of Teaching
 - Legislative statutes

NCATE Standard 1

Elementary Program

- Typical Coursework
 - General instruction and curriculum
 - Foundations of Education
 - Specific content methods: reading, math, science, social studies, arts, health, physical education
 - Diversity
 - Special Education
 - Classroom Management
 - Assessment
- 10-30 hours of fieldwork in most, if not all, courses.
- Pre-student teaching intensive field work
- 10 - 15 week student teaching clinical experience

NCATE Standard 1

Program Review

Six - Eight Assessments of Candidates' Ability to Meet Specialized Professional Association (SPA) Standards

- Content Knowledge: 2 assessments
- Ability to plan
- Student teaching evaluation
- Ability to impact student learning
- Assessment of choice to meet SPA standards

NCATE Standard 2

Assessment

- Assessment System
- Process for Data Collection, Analysis, and Evaluation
- Use of Data for Program Improvement

NCATE Standard 3

Clinical & Field Experiences

- Collaboration between Unit and School Partners
- Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

NCATE Standard 4

Diversity

- **Design, implementation, and evaluation of curriculum and experiences necessary to help all students learn.**
- Experiences working with diverse faculty.
- Experience working with diverse candidates.
- Experiences working with diverse students in P-12 schools

NCATE Standard 5

Faculty Qualifications

- Qualified faculty
- Modeling best professional practices in teaching
- Modeling best profession practices in scholarship
- Modeling best professional practices in service
- Unit evaluation of professional education faculty performance
- Unit facilitation of professional development

NCATE Standard 6

Unit Governance and Resources

- Unit Leadership and Authority
- Unit Budget
- Personnel
- Unit Facilities
- Unit Resources, including technology

Multiple Reports

- Importance of early childhood education
- Significance of reading proficiency by grade 3
- Role of intensive language intervention
- Necessity of school leadership & school climate
- Role of supportive school relationships
- So many more...

Yet to be discussed...

- Understand the effects of childhood trauma & toxic stress on development of neural networks, and ultimately, learning: [Adverse Childhood Experience Study](#). **Interfere with adversity!**
- Support multiple avenues to enhance literacy: MA Reading, Literacy Internships, Literacy Specialists, differentiated professional development.
- Examine the research on the transformative role of the arts in increasing achievement for at-risk learners.
- Support creative summer programs for all at risk children that enhance their recognition of success.
- Provide enriched environments/experiences based on hands-on learning.