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
<table>
<thead>
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<th>Unit Governance and Resources</th>
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<tr>
<td>• Unit Leadership and Authority</td>
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<td>• Personnel</td>
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<td>• Unit Facilities</td>
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<td>• Unit Resources, including technology</td>
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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.