

Professional Standards Manual— DRAFT

**PROFESSIONAL STANDARDS
FOR THE
ACCREDITATION OF OREGON
EDUCATOR PREPARATION PROGRAMS**

TEACHER STANDARDS AND PRACTICES COMMISSION (TSPC)

465 Commercial Street NE

Salem, Oregon 97301

www.Oregon.gov/TSPC

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Professional Standards Manual— DRAFT

Teacher Standards and Practices Commission

MISSION STATEMENT

To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon’s students.

STATEMENT OF ASSURANCE

It is the policy of the Teacher Standards and Practices Commission that no person be subjected to discrimination on basis of race, national origin, religion, sex, age, disability, marital status, or sexual orientation in any program, service or activity for which the Commission is responsible. The Commission will comply with the requirements of the state and federal law concerning non-discrimination and will strive by its actions to enhance the dignity and worth of all persons.

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Professional Standards Manual— DRAFT

TSPC reserves the right to amend these standards as state or national standards are changed or updated. Please check the TSPC website or contact the office for any updates. www.Oregon.gov/TSPC

Introduction to the TSPC Unit Standards

The TSPC unit standards are the basis for the on-site review of the unit conducted by the TSPC site visit review team. Each of the standards contain several components: (1) the language of the standard; (2) rubrics that delineate the elements of each standard and describe three proficiencies levels — unacceptable, acceptable and target, at which each element is being addressed; and (3) a descriptive explanation of the standard. Programs striving to meet the standards at the target level must also meet the expectations at the acceptable level.

The unit standards identify the knowledge, skills and professional dispositions expected of educational professionals. The standards also identify the organization structures, policies and procedures that should be in place to support candidates in meeting these expectations.

These standards are based on significant research. The TSPC standards promote best practices in educator preparation programs. These standards assure the public that TSPC accredited institutions are held accountable for implementing programs that prepare the effective educators that the nation's students deserve.

The unit standards apply to initial preparation and advanced preparation programs for teachers and other school professionals. These standards apply to programs that include off-campus, distance learning, and alternate route programs. The standards also apply to online institutions and non-higher education organizations offering programs for the professional preparation of educators.

Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in p-12 schools. The framework provides a direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework that establishes the vision for the unit and its programs. The conceptual framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment and evaluation. The framework makes the unit's professional commitments and professional dispositions explicit. It reflects the unit's commitment to diversity and cultural competency, and the preparation of educators who help *all* students learn. It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. The conceptual framework also aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

The conceptual framework includes the following aligned structural elements:

- Vision and mission of the institution and unit;
- Philosophy, purposes, goals and institutional standards of the unit;
- Knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit;
- Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with cultural competency and technology, that are aligned with the expectations in professional, state, and institutional standards; and
- A summarized description of the unit's assessment system.

Standard 1: *Candidate 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 including cultural competency necessary to help all students 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. 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. One hundred 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.

1b. PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES
(Initial and Advanced Preparation of Teachers)

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Teacher candidates do not understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn. Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.</p>	<p>Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.</p>	<p>Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.</p>

Professional Standards Manual— DRAFT

1c. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES
(Initial and Advanced Preparation of Teachers)

UNACCEPTABLE

Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They lack knowledge of school, family, and community contexts, and they are unable to develop learning experiences that draw on students' prior experience. They do not reflect on their work, nor do they use current research to inform their practice. They are unable to explain major schools of thought about schooling, teaching, and learning. Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged with the professional community to develop meaningful learning experiences.

ACCEPTABLE

Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. And are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

TARGET

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

1d. STUDENT LEARNING FOR TEACHER CANDIDATES
(Initial and Advanced Preparation of Teachers)

UNACCEPTABLE

Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. 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.

ACCEPTABLE

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. 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.

TARGET

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. 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.

1e. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Candidates for other professional school roles have not mastered the knowledge that undergirds their fields and is delineated in professional, state, and institutional standards. They are not able to use data, research or technology. They do not understand the cultural contexts of the schools in which they provide professional services. Fewer than 80 percent of the unit’s program completers pass the academic content examinations in states that require such examinations for licensure.</p>	<p>Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit’s program completers pass the academic content examinations in states that require such examinations for licensure.</p>	<p>Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. All program completers pass the academic content examinations in states that require such examinations for licensure.</p>

1f. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.	Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with students, families, colleagues, and communities.	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.	Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

Professional Standards Manual— DRAFT

SUPPORTING EXPLANATION:

The knowledge, skills, and professional dispositions outlined in this standard are based on current research in teaching and learning and on best practices in professional education. Each element reflects an important component of the knowledge, skills, and professional dispositions that educators need to develop in order to help all students learn. The knowledge, skills, and professional dispositions in this standard should be reflected in the unit’s conceptual framework and assessed as part of the unit’s assessment system. The data from the assessment system should be used to demonstrate candidate learning of the knowledge, skills, and professional dispositions stated herein.

Teachers must have sufficient knowledge of content to help all students meet standards for P–12 education. The guiding principle of the teaching profession is that student learning is the goal of teaching. Standard 1 reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach effectively, and can help all students learn. All school professionals are expected to carry out their work in ways that are supportive of student learning.

Educator licensure standards adopted by most states require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P–12 schools are expected to demonstrate the candidate learning proficiencies identified in the unit’s conceptual framework, in the standards of national professional organizations which should be aligned with standards for p–12 students, and in-state licensing standards.

To help institutions better prepare teacher candidates to meet state licensing requirements, TSPC has aligned its unit and program standards with the principles of the Interstate New Teacher Assessment and Support Consortium (InTASC). First and foremost, TSPC, and InTASC expect teacher candidates to know the content of their disciplines, including their central concepts, tools of inquiry, and structures.

Teacher candidates are expected to meet professional standards for the subjects that they plan to teach as these have been defined in standards for students in p–12 schools and standards for the preparation of teachers. Candidates are expected to meet professional standards of other national accrediting organizations (e.g., the National Association of Schools of Music and the National Association of Schools of Art and Design) or NCATE’s professional standards for teachers of early childhood education; elementary education; middle-level education; special education; gifted education; environmental education; and secondary education (including English/language arts, mathematics, science, social studies, computer science, technology education, health, physical education, world languages, and English as a second language).

Professional Standards Manual— DRAFT

As part of the program review process, institutions must submit candidate assessments, scoring guides, performance data, and other program documents that respond to professional standards for national or state review. The program review process is an important component of TSPC and NCATE (CAEP) accreditation. Information from the program review process should be used to address the elements in Standard 1 on content knowledge, professional and pedagogical knowledge and skills, pedagogical content knowledge, and student learning.

TSPC and NCATE expects teacher candidates to demonstrate knowledge, skills, and professional dispositions to provide learning opportunities supporting students' intellectual, social, and personal development. Teacher candidates are able to create instructional opportunities adapted to diverse learners. They encourage students' development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster active inquiry, collaboration, and supportive interaction in the classroom. They plan instruction based upon knowledge of content, students, families, the community, and curriculum goals. Teacher candidates evaluate students' academic achievement as well as their social and physical development and use the results to maximize students' motivation and learning. They are able to reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow professionally. They also are able to foster relationships with school colleagues, parents and families, and agencies in the larger community to support students' learning and well-being.

Candidates preparing to work in schools as teachers or other school professionals need a sound professional knowledge base to understand learning and the context of schools, families, and communities. They understand and are able to apply knowledge related to the social, historical, and philosophical foundations of education professional ethics, law, and policy. They know the ways children and adolescents learn and develop, including their cognitive and affective development and the relationship of these to learning. They understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools. They are able to appropriately and effectively integrate technology and information literacy in instruction to support student learning. They understand the importance of using research in teaching and other professional roles and know the roles and responsibilities of the education profession.

Candidates for all professional education roles develop and model professional dispositions including cultural competency that are expected of educators. The unit includes as professional dispositions the ideal of equity, fairness and the belief that all students can learn. Based on its mission, the unit may determine additional professional dispositions it wants candidates to develop.

Professional Standards Manual— DRAFT

The unit articulates professional dispositions as part of its conceptual framework. The unit systematically assesses candidates' development of appropriate professional dispositions including cultural competency. Professional dispositions are not assessed directly; instead the unit assesses dispositions based on observable behavior in educational settings.

Candidates for all professional education roles are expected to demonstrate the ability to affect student learning. Teachers and teacher candidates have student learning as the focus of their work. They are able to develop and administer appropriate assessments and to use assessments as formative and summative tools. They are able to create meaningful learning experiences by judging prior student knowledge, planning and implementing lessons, assessing student learning, reflecting on student learning, and making adjustments to their teaching to improve learning. They demonstrate cultural competency. Other school professionals are able to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings.

Throughout the program, teacher candidates develop the knowledge bases for analyzing student learning and practice by collecting data and assessing student learning through their work with students. Student learning should be demonstrated directly by all teacher candidates during clinical practice.

Experienced teachers in graduate programs build upon and extend their knowledge and experiences to improve their own teaching and student learning in classrooms. They further develop their knowledge, skills, and professional dispositions to meet the propositions of the Oregon-adopted Continuing Teaching License or the National Board for Professional Teaching Standards (NBPTS) for the advanced certification of teachers. These candidates demonstrate their commitment to students, skills to manage and monitor student learning, capacity to think systematically about their practice, ability to learn from experience, and involvement as members of learning communities.

Candidates preparing to work in schools in professional roles other than teaching demonstrate the knowledge, skills, and professional dispositions necessary to meet professional, state, and institutional standards reflected in the unit's conceptual framework. Candidates in programs for other school professionals should meet professional standards designed for programs preparing:

- school leaders, including principals and superintendents
- school library media specialists
- school psychologists
- special education administrators, and educational diagnosticians
- school counselors
- school psychologists
- school social workers
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Professional Standards Manual— DRAFT

Candidates in these graduate programs develop the ability to apply research and research methods. They also develop knowledge of learning, the social and cultural context in which learning takes place, and practices that support learning in their professional roles. Candidates might assess the school environment by collecting and analyzing data on student learning as it relates to their professional roles and developing positive environments supportive of student learning. Institutions must submit program documentation, including candidate assessments, scoring guides, and performance data that responds to professional standards for national or state review prior to and during the on-site visit. [Note: programs submitting performance data on national standards do not need to also submit data on state standards.]

This standard includes expectations for the knowledge, skills, and professional dispositions including cultural competency of candidates in initial teacher preparation and advanced level programs. Initial teacher preparation programs include all programs that prepare individuals for their first license in teaching. These programs can be offered at the undergraduate or graduate levels. They include five-year programs, master's programs, and post-baccalaureate programs that prepare individuals for their first teaching license.

Advanced programs include programs for licensed teachers continuing their education as well as programs for other school professionals. Advanced programs include programs for teachers who are preparing at the graduate level for a second license 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 and doctoral programs. In addition, advanced programs include programs for other school professionals. Examples of these are programs in school counseling, school psychology, school social work, educational administration, teachers of English as a second language and reading specialization. All advanced level programs are taught at the graduate level.

Professional Standards Manual— DRAFT

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 performance of candidates, the unit, and its programs.

2a. ASSESSMENT SYSTEM

UNACCEPTABLE

The unit has not regularly involved its **consortium** in the development of its assessment system. The unit's assessment system is limited in its capacity to monitor candidate performance, unit operations, and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are based on a single or few assessments. The unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.

ACCEPTABLE

The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its **consortium**. The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.

TARGET

The unit, with the involvement of its **consortium**, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.

Professional Standards Manual— DRAFT

The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.

It also makes changes in its practices consistent with the results of these studies.

2b. DATA COLLECTION, ANALYSIS, AND EVALUATION

UNACCEPTABLE

The unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. The unit cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on

ACCEPTABLE

The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations.

TARGET

The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs.

Professional Standards Manual— DRAFT

applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.

The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit maintains written records of **informal and** formal candidate complaints and documentation of the resolution of all complaints or concerns received by the unit. Programs can show how use of the information from complaints contributed to candidate, program, or unit quality improvements. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.

These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit has a system for effectively maintaining records of **informal and** formal candidate complaints and their resolution. The unit is developing and testing different information technologies to improve its assessment system.

2c. USE OF DATA FOR PROGRAM IMPROVEMENT

UNACCEPTABLE

The unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences

ACCEPTABLE

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences.

TARGET

The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

Professional Standards Manual— DRAFT

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>. The unit fails to make changes in its courses, programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Faculty do not have access to candidate assessment data and data systems. Candidates and faculty are not regularly provided formative feedback based on the unit's performance assessments.</p>	<p>The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations. Faculty have access to candidate assessment data and data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.</p>	<p>The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.</p>

SUPPORTING EXPLANATION:

The unit has a professional responsibility to ensure that its programs and graduates are of the highest quality. The unit manages the assessment system, which includes both program and unit data. Units conduct assessments at the unit or program level or in a combination of the two. Meeting this responsibility requires the systematic gathering, summarizing, and evaluation of data and using the data to strengthen candidate performance, the unit, and its programs. Units are expected to use information technologies to assist in data management. The unit's assessment system should examine the (1) alignment of instruction and curriculum with professional, state, and institutional standards; (2) efficacy of courses, field experiences, and programs, and (3) candidates' attainment of content knowledge and demonstration of teaching that leads to p-12 student learning or other work that supports student learning. It should include the assessment of candidates' content knowledge, pedagogical and professional knowledge and skills, professional dispositions, and their effects on student learning as outlined in professional, state, and institutional standards and identified in the unit's conceptual framework. The assessment system should be based on the assessments and scoring guides that are the foundation for NCATE's or TSPC's program review process (i.e., licensing exam scores and assessments of content knowledge, planning, clinical practice, and student learning).

Professional Standards Manual— DRAFT

Preparation of professional school personnel is a dynamic and complex enterprise, and one that requires units to plan and evaluate on a continuing basis. Program review and refinement are needed, over time, to ensure quality. Candidate assessments and unit evaluations must be purposeful, evolving from the unit's conceptual framework and program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as what candidates know and can do. The measures themselves must be of a quality that can actually inform the important aspects of faculty, curriculum, instruction, and candidate performance.

Fairness, consistency, accuracy, and avoidance of bias in the assessment system must be considered, especially when the assessments are used to determine whether candidates continue in or complete programs. Attention must be paid to the potential adverse impact of the assessments on a diverse pool of teacher candidates. In addition, the unit assessments and evaluations must consider how to provide and use information constructively from various sources—the unit, field experiences, clinical sites, general education courses, content courses, faculty, candidates, graduates, and employers. Technology should play an increasingly important role in data gathering and analysis, as well as more broadly in unit planning and evaluation.

Assessment systems include plans and timelines for data collection and analysis related to candidates and unit operations. Assessment systems usually have the following features:

- Unit faculty collaborate with members of the **consortium** to implement and evaluate the system.
- Professional, state, and institutional standards are key reference points for candidate assessments.
- The unit embeds assessments in programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback.
- The unit uses multiple indicators (e.g., 3.0 GPA, mastery of basic skills, general education knowledge, content mastery, and life and work experiences) to identify candidates with potential to become successful teachers or assume other professional roles in schools at the point of entry into programs (as a freshman, junior, or post-baccalaureate candidate).
- The unit has multiple decision points, (e.g., at entry, prior to clinical practice, and at program completion).
- The unit administers multiple assessments in a variety of forms and aligns them with candidate proficiencies. These may come from end-of-course evaluations, written essays, or topical papers, as well as from tasks used for instructional purposes (such as **work samples**, projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communicating with parents, families, and school communities).

Professional Standards Manual— DRAFT

- The unit uses information available from external sources such as state licensing exams, evaluations during an induction or mentoring year, employer reports, follow-up studies **or surveys**, and state program reviews.
- The unit has procedures to ensure credibility of assessments: fairness, consistency, accuracy, and avoidance of bias.
- The unit establishes scoring guides, which may be rubrics, for determining levels of candidate accomplishment and completion of their programs.
- The unit uses results from candidate assessments to evaluate and make improvements in the unit, and its programs, courses, teaching, and field and clinical experiences.

Professional Standards Manual— DRAFT

Standard 3: *Field Experiences and Clinical Practice*

The unit and its **consortium, and** school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions **including cultural competency** necessary to help all students learn.

3a. COLLABORATION BETWEEN UNIT, CONSORTIUM AND SCHOOL PARTNERS

UNACCEPTABLE	ACCEPTABLE	TARGET
The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the, consortium , schools or other agencies hosting them. The unit's consortium or school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	The unit, its school partners, and consortium collaborate in design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.	The unit, consortium and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

3.b DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Candidates do not meet entry and exit criteria for clinical practice. Field experiences are not linked to the development of proficiencies delineated in professional, state, and institutional standards. Field experiences and clinical practice do not reflect the unit’s conceptual framework and do not help candidates develop the competencies delineated in standards. Clinical practice does not provide opportunities to use information technology to support teaching and learning. Candidate coursework is not fully integrated into the clinical setting. Clinical practice is not long or intensive enough for candidates to develop or demonstrate their ability to take full responsibility for the roles for which they are preparing. Criteria for school faculty are not known. School faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.</p>	<p>Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit’s conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.</p>	<p>Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions including cultural competency in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit’s conceptual framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.</p>

Professional Standards Manual— DRAFT

Candidates in advanced programs for teachers do not participate in field experiences that require them to apply course work in classroom settings, analyze p–12 student learning, or reflect on their practice.

Candidates in programs for other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. The field experiences and clinical practice for these programs do not involve the analysis of data, the use of technology and current research, or the application of knowledge related to students, families, and communities.

Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are licensed appropriately for their assignments and who are prepared for their roles as mentors and supervisors.

Clinical faculty, which includes both higher education and p–12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email and the use of other technology.

Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze p–12 student learning, and reflect on their practice in the context of theories on teaching and learning.

Candidates in advanced programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research.

Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.

Professional Standards Manual— DRAFT

Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

3c. CANDIDATES’ DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS TO HELP ALL STUDENTS LEARN

UNACCEPTABLE	ACCEPTABLE	TARGET
Assessments before admission to and used during clinical practice are not linked to candidate competencies delineated in professional, state, and institutional standards. Assessments do not examine candidates’ effect on student learning. Assessments of candidate performance are not conducted jointly by candidates and clinical faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.	Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit’s conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates’ performance and impact on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice.	Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others’ practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates’ exploration of their knowledge, skills, and professional dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

Professional Standards Manual— DRAFT

Candidates do not work with students with exceptionalities or with students from diverse ethnic, racial, linguistic, gender, and socioeconomic groups in their field experiences or clinical practice.

Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to p–12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting p–12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

SUPPORTING EXPLANATION:

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other professional school roles. They provide the opportunity for candidates to develop the knowledge, skills, and professional dispositions in the unit’s conceptual framework in a variety of settings appropriate to the content and level of their program. Designed and sequenced well, field experiences and clinical practice help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is the culminating experience for teacher candidates. Internships at the post-baccalaureate or master’s level are often integrated with coursework throughout the program.

Professional Standards Manual— DRAFT

Candidates preparing for new roles such as special education teachers or principals or school psychologists **and other similar programs** at the graduate level are expected by their profession to complete internships as part of their preparation programs.

Licensed teachers who are continuing their education in advanced programs are expected to complete structured field experiences in settings that (1) deepen their understanding of the knowledge, skills, and professional dispositions that foster student learning and (2) broaden their ability to apply this knowledge and these skills and professional dispositions so that they are able to help all students learn. These structured field experiences can take place in multiple settings such as neighboring schools or school districts, day care centers and after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Candidates preparing for other professional roles in schools are also expected to complete field experiences and clinical practice. The field experiences should introduce candidates to the various responsibilities of the roles for which they are preparing and help candidates meet expectations in the standards of the respective professional organizations. Both field experiences and clinical practice for these candidates can take place in settings such as neighboring schools or school districts, day care centers and after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work. The clinical experience should allow candidates to assume the roles for which they are preparing under the supervision of clinical faculty.

Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, participate in service learning projects, or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing. Clinical practice provides opportunities for candidates to interact with students' families and communities in ways that support student learning. Clinical practice provides for candidates' use of information technology to support teaching, learning, and other professional responsibilities.

The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

Professional Standards Manual— DRAFT

Accountability for clinical practice includes: (1) the application of both entry and exit requirements for candidates; (2) candidates' demonstration of content, pedagogical, and professional knowledge aligned with standards; (3) candidates' demonstration of proficiencies in early field experiences; (4) candidates' application of the skills, knowledge, and professional dispositions defined by the unit in its conceptual framework, including the capacity to have a positive effect on p–12 student learning; and (5) candidates' demonstration of skills for working with colleagues, parents and families, and communities. The unit and its school partners use diverse assessments to evaluate candidates.

Candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are preparing. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.

Standard 4: Cultural Competency and Equity in the Classroom

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions including cultural competency necessary to help all students learn equitably. Assessments indicate that candidates can demonstrate and apply proficiencies related to cultural competency and equitable student achievement. Experiences provided for candidates include working with diverse populations, including higher education and p–12 school faculty, candidates, and students in p–12 schools. A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences. The unit provides for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency and equity in the classroom.

4a. DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>The unit does not provide opportunities for candidates to understand diversity and equity in the teaching and learning process, and to demonstrate proficiency that results in equitable outcomes for all students' learning. Coursework, field experiences, and clinical practice is not designed to help candidates understand the influence of culture on education and acquire the ability and skills to develop meaningful learning experiences for students from diverse backgrounds. Candidates do not learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic, racial, cultural and linguistic differences, and gender differences, and the impact of these factors on learning. Proficiencies, are not related to professional dispositions and cultural competency, and are not drawn from the standards of the profession, state, and institution. Candidates are not helped to understand the historical influences and impacts of power, privilege and oppression based on race, class, gender, disability, sexual orientation, and language on students and their learning.</p>	<p>The unit provides opportunities for candidates to understand diversity and equity in the teaching and learning process, and demonstrate proficiency that results in equitable outcomes for all students. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability and skills to develop meaningful learning experiences for students from diverse backgrounds. Candidates learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic, racial, cultural and linguistic differences, and gender differences, and the impact of these factors on learning. Proficiencies, including those related to professional dispositions and cultural competency, are drawn from the standards of the profession, state, and institution. Candidates are helped to understand the historical influences and impacts of power, privilege and oppression based on race, class, gender, disability, sexual orientation, and language on students and their learning. Proficiencies related to cultural competency are identified in the unit's conceptual framework.</p>	<p>The unit provides opportunities for candidates to understand diversity and equity in the teaching and learning process, and demonstrate proficiency that results in equitable outcomes for all students. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability and skills to develop meaningful learning experiences for students from diverse backgrounds. Candidates learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic, racial, cultural and linguistic differences, and gender differences, and incorporate this knowledge into their practice to prevent an impact of these factors on learning. Candidates demonstrate differentiated instruction to meet the needs of all students in the classroom. Proficiencies, including those related to professional dispositions and cultural competency, are drawn from the standards of the profession, state, and institution. Candidates demonstrate they understand the historical influences and impacts of power, privilege and oppression based on race, class, gender, disability, sexual orientation,</p>

Professional Standards Manual— DRAFT

Proficiencies related to cultural competency are not identified in the unit's conceptual framework. They are not clear to candidates and are not assessed as part of the unit's assessment system. Field experiences and clinical practice do not support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. The unit does not provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic, racial, language, gender, and socioeconomic groups. Faculty do not design learning experiences for candidates to help them process cultural competency concepts and provide feedback to them about their performance. Teachers in advanced programs are not expected to complete field experiences in educational settings with diverse populations.

These proficiencies are clear to candidates and are assessed as part of the unit's assessment system. Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic, racial, language, gender, and socioeconomic groups. Faculty design learning experiences for candidates to help them process cultural competency concepts and provide feedback to them about their performance. Educators in advanced programs are expected to demonstrate cultural competency in educational settings with diverse populations.

and language on students and their learning.

Proficiencies related to cultural competency are identified in the unit's conceptual framework. They are clear to candidates and are assessed as part of the unit's assessment system. Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic, racial, language, gender, and socioeconomic groups. Faculty design learning experiences for candidates to help them process diversity concepts and provide feedback to them about their performance. Faculty evaluate candidates during their clinical experience on cultural responsiveness competencies. Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations.

Educators in advanced programs provide data to demonstrate equitable experience in their field placements.

4b. EXPERIENCES WORKING WITH CULTURALLY DIVERSE FACULTY

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>The unit does not recruit, admit or hire and retain faculty from diverse populations. The unit may have a plan but it is not monitored and revised regularly to provide guidance in ensuring and maintaining diverse representation. Unit data is not analyzed, summarized and plans revised with results taken to the consortium. The unit does not provide evidence of faculty engagement in diverse communities and are not able to articulate to candidates the unmet educational needs of diverse communities.</p> <p>The unit does not demonstrate a commitment to faculty professional development of cultural competency. The unit does not review the curriculum, experience or competency of faculty to promote cultural competency and equitable learning in education.</p>	<p>Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations. Affirmation of the value of cultural competency and equitable learning is shown in the unit’s plan to recruit, admit or hire and retain faculty from diverse populations. The unit has a plan that that is monitored and revised regularly to provide guidance in ensuring and maintaining diverse representation. Unit data is analyzed, summarized and plans revised with results taken to the consortium. The unit provides evidence of some faculty engagement in diverse communities and are able to articulate to candidates the unmet educational needs of diverse communities. The unit demonstrates a commitment to faculty professional development of cultural competency. The unit reviews the curriculum, experience and competency of faculty to promote cultural competency and equitable learning in education for candidates.</p>	<p>The unit’s plan shows affirmation of the value of cultural competency and equitable learning and applies that plan to recruit, admit or hire and retain faculty from diverse populations. The unit monitors and revises a recruitment and selection plan regularly to provide pro-active guidance in ensuring and maintaining diverse faculty representation. Unit data is analyzed, summarized and plans revised with results taken to the consortium. The unit provides data to demonstrate progress in hiring diverse faculty. The unit provides evidence that most faculty are engaged in diverse communities and are able to articulate to candidates the unmet educational needs of all local diverse communities. Faculty demonstrate principles of equity in their teaching methods. The unit demonstrates a commitment to faculty professional development of cultural competency by demonstrating clear assessment and development activities tied to faculty development. The unit systematically reviews the curriculum, experience or competency of faculty to promote faculty cultural competency.</p>

4c. EXPERIENCES WORKING WITH DIVERSE CANDIDATES

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates engage in professional education experiences in conventional or online programs with candidates who are from one gender group or from the same socioeconomic group or ethnic racial group. Unit activities for candidates do not encourage or support the involvement of candidates from diverse populations. The unit has not demonstrated good-faith efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic, ethnic and racial groups.	Candidates engage in professional education experiences in conventional and online programs with male and female candidates from different socioeconomic groups, and at least two ethnic or racially diverse groups. They work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic, ethnic, and racial groups.	Candidates engage in professional education experiences in conventional and online programs with candidates from a broad range of diverse groups. The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their development and growth as culturally competent professionals.

4d. EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P–12 SCHOOLS

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>In conventional or online programs, not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic, racial, gender, language, and socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning for all students. Data is not provided to show candidates provide equitable learning experiences with each student in the clinical experience. Data is not provided to show candidate engagement in diverse community and school organizations.</p>	<p>Field experiences or clinical practice for both conventional and online programs provide experiences with male and female p–12 students from different socioeconomic groups and at least two ethnic or racially diverse groups. Candidates also work with English language learners and students with disabilities during some of their field experiences or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors help candidates reflect on their ability to help all students learn. Data is provided to show most candidates provide equitable learning experiences with each student in the clinical experience. Data is provided to show some candidates engage in diverse community and school organizations.</p>	<p>Extensive and substantive field experiences and clinical practices for both conventional and online programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates’ effectiveness as teachers. Data is provided to show all candidates provide equitable learning with each student in the clinical experience. Data is provided to show the majority of candidates engage in diverse community and school organizations.</p>

SUPPORTING EXPLANATION:

America’s classrooms are becoming increasingly diverse; over 40 percent of the students in p–12 classrooms are students of color. In Oregon 32 percent of students were diverse in the 2008-2009 school year. Twenty percent of the students have at least one foreign-born parent, many with native languages other than English and from diverse religious and cultural backgrounds. Growing numbers of students are classified as having disabilities. At the same time, teachers of color are less than 20 percent of the teaching force. In Oregon, only 5.5 percent of the teaching workforce are from under-represented populations. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Therefore, all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations and with exceptionalities to ensure that all students learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in Oregon, the United States and the world. They must have professional dispositions that respect and value differences, and skills for working with diverse populations.

One of the goals of this standard is the development of educators who can help all students learn or support their learning through their professional roles in schools. This goal requires educators who can reflect multicultural and global perspectives that draw on the histories, experiences, and representations of students and families from diverse populations. Therefore, the unit has the responsibility to provide opportunities for candidates and faculty to understand diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice must be designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic, racial, cultural and linguistic differences, and gender differences, and the impact of these factors on learning. Proficiencies, including those related to professional dispositions and diversity, are drawn from the standards of the profession, state, and institution. Candidates are helped to understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation, and language on students and their learning. Proficiencies related to diversity and culturally competent faculty and candidates are identified in the unit’s conceptual framework. Proficiencies are clear to candidates and are assessed as part of the unit’s assessment system.

Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic/racial, language, gender, and socioeconomic groups. Clinical faculty design learning experiences for candidates to help them process diversity concepts and provide feedback to them about their performance. Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations.

Professional Standards Manual— DRAFT

A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences. The unit provides for different voices in the professional development and work of the education profession.

The greater the range of cultural backgrounds and experiences among faculty and candidates enhances understanding of principles of cultural competency and equity. In this regard, the unit recruits, admits or hires, and retains candidates and faculty from diverse populations. A plan that is monitored and revised regularly may provide guidance in ensuring and maintaining diverse representation among candidates and faculty.

Candidates have the opportunity to interact with adults, children, and youth from their own and other ethnic, or racial cultures throughout their college careers, and particularly in their professional preparation programs. Candidates, higher education faculty, school faculty, and p-12 students with whom candidates work are from diverse ethnic or racial, language, gender, and socioeconomic groups. Candidates also have opportunities to work with adults and students with exceptionalities.

Professional Standards Manual— DRAFT

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.

5a. QUALIFIED FACULTY

UNACCEPTABLE	ACCEPTABLE	TARGET
The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had contemporary professional experiences in school settings.	Professional education faculty have exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.	Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

5b. MODELING BEST PROFESSIONAL PRACTICES IN TEACHING

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Professional education faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Professional education faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. They seldom model the use of information technology in their own teaching. Few professional education faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.</p>	<p>Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.</p>	<p>All professional education faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning into their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity, principles of cultural competency and technology throughout their coursework, field experiences, and clinical practices. Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.</p>

5c. MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP

UNACCEPTABLE	ACCEPTABLE	TARGET
Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools and related to the missions of the unit and the institution.	Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.	All professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. Their scholarly work is driven by the missions of their units and institutions. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

5d. MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

UNACCEPTABLE	ACCEPTABLE	TARGET
Few professional education faculty, including adjunct, are actively involved in service activities for the college or university. They are providing limited or no services to schools and demonstrate limited or no collaboration with faculty in other college or university units. Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national or international levels.	Most professional education faculty, including adjunct, provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit’s mission. They collaborate with the professional world of practice in p-12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international level.	All professional education faculty, including adjunct, are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and p-12 schools. They collaborate regularly and systematically with p-12 practitioners and with faculty in other colleges and university units. They are actively engaged in a community of learners. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

5e. UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

UNACCEPTABLE	ACCEPTABLE	TARGET
The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.	The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty’s teaching, scholarship and service.	The unit’s systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty’s teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

5f. UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

UNACCEPTABLE	ACCEPTABLE	TARGET
Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.	The unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.	The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced professional education faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

SUPPORTING EXPLANATION:

Faculty in higher education and partner schools are critical to the development of high quality professional educators to staff the nation’s schools. They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning. Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn. The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in setting the stage for continuous professional development by the candidates under their tutelage. Faculty know and understand the professional, state, and institutional standards identified in the unit’s conceptual framework and work to ensure that candidates master these standards.

Faculty make candidate and p–12 student learning central in their professional work. They are actively engaged as a community of learners and model good teaching. They inquire systematically into and reflect upon their own practice and are committed to lifelong professional development. Faculty provide leadership in developing, implementing, and evaluating preparation programs that embrace diversity and are rigorous, relevant, and grounded in theory, research, and best practice. They collaborate with members of the university and professional community to improve teaching, learning, and teacher education. They serve as advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the education professions. They also contribute to improving the teacher education profession. Faculty are actively involved in professional associations as shown through their provision of education-related service and leadership at the local, state, national, and international levels.

Professional Standards Manual— DRAFT

Professional education faculty are teacher scholars who value teaching and learning in their own work. They inquire into and contribute to one or more areas of scholarly work related to teaching, learning, or teacher education. They exhibit intellectual vitality in their teaching, scholarship, and service. Scholarship is broadly defined and extends beyond traditional research and publications. Scholarly inquiry may include application of knowledge, interpretation or integration of current research findings in new settings, and rigorous and systematic study of pedagogy. All scholarly inquiry includes submission of one's work for professional review and evaluation by peers outside one's own institution.

One of the roles of faculty is to be aware of new and developing research in their fields and emerging theories and practice. They are engaged in deepening understanding of research and practice that informs their work. Professional education faculty model the use of performance assessments in their own work. They are assessing the effects of their teaching on the learning of candidates and using their findings to strengthen their own practice. They are also expanding their knowledge of and skills related to diversity and exceptionalities and integrating these concepts in their teaching. They continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn. Faculty participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

The unit's responsibility for the performance of professional education faculty includes systematic and comprehensive evaluations conducted by both candidates and peers. Evaluations are designed to collect data on the quality of faculty teaching, scholarly contributions, and service. They are used to improve faculty performance through the provision and support of professional development activities.

Professional Standards Manual— DRAFT

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.

6a. UNIT LEADERSHIP AND AUTHORITY

UNACCEPTABLE	ACCEPTABLE	TARGET
Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating p–12 teachers and other practicing educators in program design, implementation, and evaluation. The unit’s recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, or out-of-date. The unit does not ensure that candidates have access to student services such as advising or counseling. The unit is not recognized as a leader on campus or within the educational community.	The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit’s recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, p–12 practitioners, and members of the consortium participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in p–12 schools. The unit’s recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with p–12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

Professional Standards Manual— DRAFT

6b. UNIT BUDGET

UNACCEPTABLE	ACCEPTABLE	TARGET
Budgetary allocations to the unit, either in total or in comparison with other units on campus with clinical components or similar units at other campuses, do not support programs at levels necessary for candidates to meet standards.	The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.	Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to p–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

6c. PERSONNEL

UNACCEPTABLE	ACCEPTABLE	TARGET
Unit workload policies including class-size and online course delivery do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, p–12 collaboration, and service. The unit’s use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on program quality.	Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in p–12 schools, and service. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include online course delivery in determining faculty load. The unit’s use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants.

Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

6d. UNIT FACILITIES

UNACCEPTABLE

Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.

ACCEPTABLE

The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction.

TARGET

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

6e. UNIT RESOURCES INCLUDING TECHNOLOGY

UNACCEPTABLE

Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. .

ACCEPTABLE

The unit allocates resources across programs to prepare candidates to meet standards for their fields.

TARGET

The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards.

Professional Standards Manual— DRAFT

Few or no resources are available for developing and implementing the unit’s assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Professional education faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information. Resources for distance learning programs do not provide sufficient reliability, speed, or confidentiality of connection in the delivery system

It provides adequate resources to develop and implement the unit’s assessment plan. The unit has adequate information technology resources to support faculty and candidates. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.

The development and implementation of the unit’s assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that serve not only the unit but also a broader constituency. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.

SUPPORTING EXPLANATION:

The unit performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to directly manage or coordinate all programs offered at the institution for the initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus as well as educators in P–12 schools.

The unit has designed, established, and maintained a structure and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidates performance data as described under Standard 2, to ensure that candidates meet standards.

Professional Standards Manual— DRAFT

The unit and its faculty have created a work climate that promotes intellectual vitality, best teaching practice, and scholarship. Policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. Faculty load must consider the amount of time required for online delivery of courses and course components and provision of electronic support to candidates. Faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate, and deliver preparation programs. Assignments provide time to collaborate with school and other college or university faculty.

The unit maintains an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards. Programs for the initial and continuing preparation of educators require work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or an internship. Clinical work in education, like other professional fields, requires adequate resources. It involves school as well as college or university faculty in teaching, providing feedback, and coaching to ensure that candidates are able to demonstrate the knowledge, skills, and professional dispositions expected in professional, state, and institutional standards. Sufficient resources, including information technology resources, are necessary to offer all of the programs at the institution that prepare educators to work in schools, including the delivery of high-quality field experiences and clinical practice.