

# The Teacher Educator Standards From the Association of Teacher Educators

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### **WORKSHOP AGENDA**

#### Part I            Exploring the Standards

1. Overview of the standards
2. Small group work to explore a standard
3. Sharing perceptions of the small group explorations

#### Part II            Exploring Uses of the Standards

1. Description of how a group of teacher educators used the standards for reflection
2. Anecdotes of other uses
3. Small group work on how you would use the standards

#### Reference Materials:

The Teacher Educator Standards

Description of development and use of the Standards

## UNDERSTANDING AND PROCESSING THE STANDARDS

### Activity #1 Examining the standards

1. Review the standards by topic and definition for a quick overview of the content of the standards.
2. Then choose and examine one standard by definition, introduction, indicators, and artifacts.
  - What does this standard mean to you?
  - How have you addressed this standard yourself?
  - If you were putting together a portfolio of your own, what would be some of the artifacts you might want to include?
  - What other artifacts might be possible to address this standard?
  - To which indicators do particular artifacts align themselves?
  - What other items might be added to the list of indicators and artifacts?
3. Share information about the standard you reviewed with other groups to learn more about other standards.

### Activity #2 How teacher educators can use standards at their institutions

Use the list of how standards might be used.

1. Examine your philosophy: How do you see yourself as a teacher educator? What roles do you play in the profession currently?
2. Look over the list from the section labeled "Using the Standards." Pick out two or three possible ways that you could see yourself, colleagues at your institution, or administration at your institution using the Teacher Educator Standards. Why are these ideas useful/appealing to you?
3. Share these ideas with small group members. How might you go back to your institution to begin sharing the ideas with colleagues there? What developmental or evaluative purposes might be served using the standards? How might the standards help you and your colleagues to serve the higher education community on behalf of candidates learning to be teachers?

### Activity #3 Sharing the Standards with others

Use the list of standards with the indicators and artifacts.

1. What benefits can you use to introduce the standards to colleagues at home?
2. What questions or obstacles can you predict you will have to overcome?
3. Which standards would be easy for providing evidence that would be used as a starting place at home? How might you begin compiling this information?
4. Who would be key people to contact at your institution about the standards?

<p><b>What does this standard mean to you?</b></p>	
<p><b>How have you addressed this standard yourself?</b></p>	
<p><b>If you were putting together a review of your own, what indicators would you consider appropriate?</b></p>	
<p><b>What artifacts would be available from your professional life?</b></p>	
<p><b>To which indicators might the artifacts align themselves?</b></p>	
<p><b>What other items might be added to the list of indicators and artifacts that would be appropriate for you?</b></p>	