

STANDARDS FOR TEACHER EDUCATORS

THE ASSOCIATION OF TEACHER EDUCATORS

To help all teacher candidates and other school personnel impact student learning, the Association of Teacher Educators developed the following standards to describe how teacher educators impact the education of teachers. The standards are intended for all personnel who are responsible for teacher education from pre-service teacher preparation to programs that support the continued education of teachers from initial employment through later years of their career. The Standards were first developed in 1992 and were recently revised through extensive review of research on teacher education, input from teacher educators, and input from public review. Additional information is available on the ATE website www.ate1.org.

Accomplished Teacher Educators...

STANDARD 1 Teaching

Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.

In order for teacher educators to impact the profession, they must successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles. "Modeling means exhibiting behavior that is observed and imitated by others" (Kauchak & Eggen, 2005, p. 396). Effective modeling of desired practices is at the heart of successful teacher education programs at pre-service and in-service levels. Teachers are powerful and meaningful role models for students at all levels, and the way they act influences both learning and motivation (Bandura, 1989). Modeling of behavior relates to teaching, service, and scholarly productivity. Teacher educators must use research-based, proven best practices in order for those behaviors to be appropriately applied.

Indicators

- Model effective instruction to meet the needs of diverse learners
- Demonstrate and promote critical thinking and problem solving among teacher educators, teachers, and/or prospective teachers
- Revise courses to incorporate current research and/or best practices
- Model reflective practice to foster student reflection

- Demonstrate appropriate subject matter content
- Demonstrate appropriate and accurate professional content in the teaching field
- Demonstrate a variety of instructional and assessment methods including use of technology
- Mentor novice teachers and/or teacher educators
- Facilitate professional development experiences related to effective teaching practices
- Ground practice in current policy and research related to education and teacher education

Artifacts

- Evaluations from supervisors, colleagues, students, or others
- Course syllabi
- Video and/or audiotapes of teaching
- Developed instructional materials (e.g., lessons, units, courses of study, presentations)
- Testimonials
- Teaching awards and/or other forms of recognition
- Logs or other documentation of classroom activities

- Journals of reflective practice
- Philosophical statement that reflects underlying knowledge and values of teacher education
- Relevant credentials (e.g., certificates, licenses)
- Evidence of technology-based teaching and learning

STANDARD 2 Cultural Competence

Apply cultural competence and promote social justice in teacher education.

One of the charges to teacher education is to prepare teachers to connect and communicate with diverse learners (Darling-Hammond & Bransford, 2005). To develop capacity among culturally, socially, and linguistically diverse students, teachers first need to know their own cultures. They also need to hold high expectations for all students, understand developmental levels and what is common and unique among different groups, reach out to families and communities to learn about their cultures, select curriculum materials that are inclusive, use a range of assessment methods, and be proficient in a variety of pedagogical methods that facilitate the acquisition of content knowledge for all learners. Establishing a closer fit between pedagogy and culturally different learning styles positively impacts students both socially and academically (Gay, 2002). Culturally relevant pedagogy “not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate” (Ladson-Billings, 1995, p. 469).

Teacher educators share the responsibility of helping pre-service and in-service teachers to understand these concepts and to apply them successfully in their classrooms. They do not merely understand the concepts underlying the definitions of cultural competency but clearly demonstrate how those concepts are applied in their own teaching and in that of their students.

Indicators

- Exhibit practices that enhance both an understanding of diversity and instruction that meets the needs of society

- Engage in culturally responsive pedagogy
- Professionally participate in diverse communities
- Model ways to reduce prejudice for pre-service and in-service teachers and/or other educational professionals
- Engage in activities that promote social justice
- Demonstrate connecting instruction to students’ families, cultures, and communities
- Model how to identify and design instruction appropriate to students’ stages of development, learning styles, linguistic skills, strengths and needs
- Foster a positive regard for individual students and their families regardless of differences such as culture, religion, gender, native language, sexual orientation, and varying abilities
- Demonstrate knowledge of their own culture and aspects common to all cultures and foster such knowledge in others
- Promote inquiry into cultures and differences
- Teach a variety of assessment tools that meet the needs of diverse learners
- Recruit diverse teachers and teacher educators

Artifacts

- Course syllabi
- Instructional materials
- Evidence of involvement in schools and other organizations with diverse populations
- Video and/or audio tapes of teaching

- Course assignments
- Student work samples
- Evidence of involvement in school based projects and/or service learning
- Evidence of providing professional development to others at all levels
- Philosophical statement that reflects underlying that reflects attention to diversity
- Assessment tools appropriate for use with diverse learners

STANDARD 3 Scholarship

Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.

The scholarship of an accomplished teacher educator is conceptualized through Boyer’s model of scholarship (1997) which includes four foci: discovery, integration, application, and teaching. Accomplished teacher educators continually ask questions to deepen existing knowledge and to create new knowledge in teaching and teacher education. This is achieved through systematic inquiry and the subsequent sharing and/or dissemination of the results. Teacher educators engage in discourse within a community about the quest for new knowledge. This community, for example, can be broadly defined as a community of academics whose discourse takes place within publications or a community of inquirers who dialogue around their “reflection on action” (Schön, 1983). In addition to discourse around new knowledge, teacher educators integrate their learning about practice within the field of teacher education together with their knowledge across disciplines and contexts in order to elucidate connections between their own work and the broader educational landscape. Teacher educators bridge their theoretical and practical knowledge to create new understandings and interpretations in theory and practice of teaching and teacher education. Finally, accomplished teacher educators strive to teach others and to foster learning about teaching and teacher education.

Indicators

- Investigate theoretical and practical problems in teaching, learning, and/or teacher education

- Pursue new knowledge in relation to teaching, learning, and/or teacher education
- Connect new knowledge to existing contexts and perspectives
- Engage in research and development projects
- Apply research to teaching practice and/or program or curriculum development
- Conduct program evaluation
- Acquire research-based and service-based grants
- Disseminate research findings to the broader teacher education community
- Engage in action research
- Systematically assess learning goals and outcomes

Artifacts

- Publications
- Presentations at meetings of learned societies or specialized professional associations
- Citations by other scholars
- Professional development workshops and/or seminars
- Speaking engagements that focus on issues of teacher education
- Evidence of improved teaching practice
- Evidence of increased student learning
- Research-based program development
- Funded grant proposals
- Research awards or recognitions
- National Board Certification

STANDARD 4 Professional Development

Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.

Accomplished teacher educators help pre-service and in-service teachers with professional development and reflection, and model examples from their personal development, making transparent the goals, information, and changes for improvements in their own teaching.

Teacher educators examine their own beliefs and contributions of life experiences. There is a vital link established between belief and action (Vygotsky, 1978). Reflective practice of teachers can occur in several forms and at different times during and after an event, and should be proactive in nature to guide any future action (Farrell, 2004).

Reflection can affect professional growth and bring individuals to greater self-actualization (Pedro, 2006) through collaboration with others to apply knowledge and experiences into practice (Schön, 1996). Experience is key to developing thinking (Dewey, 1916) and helping educators to form knowledge, collect data, reflect on that data, and make changes to their practices.

Indicators

- Systematically reflect on own practice and learning

- Engage in purposeful professional development focused on professional learning goals
- Develop and maintain a philosophy of teaching and learning that is continuously reviewed based on a deepening understanding of research and practice
- Participate in and reflect on learning activities in professional associations and learned societies
- Apply life experiences to teaching and learning

Artifacts

- Statement of philosophy of teaching and learning
- Evidence of professional development goals and activities
- Self-assessment
- Evidence of documented professional growth
- Evidence of participation in professional development experiences
- Letter of support
- Reflective journals

STANDARD 5 Program Development

Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.

The foundation of the professional work of teacher educators lies in development and maintenance of quality programs that prepare beginning teachers and provide for teachers' on-going professional development during and after induction into the profession. Accomplished teacher educators are regular contributors to and often leaders in the development, refinement, and revision of programs and portions of programs focused on initial teacher preparation and on-going teacher professional development. The development of quality teacher education programs that serve teachers at all stages in their

career is at the heart of the ATE's mission (Selke and Alouf, 2004). It is through these programs that teachers learn and further develop the content and pedagogical knowledge, understandings, and skills they need. Research and program evaluation must be gathered and applied to make data-driven decisions to benefit individual programs and the overall profession.

Indicators

- Design, develop, or modify teacher education programs based on theory, research, and best practice

- Provide leadership in obtaining approval or accreditation for new or modified teacher education programs
- Lead or actively contribute to the ongoing assessment of teacher education courses or programs
- Provide leadership that focuses on establishing standards for teacher education programs or on developing, approving, and accrediting teacher education programs at the local, state, national, or international level
- Contribute to research that focuses on effective teacher education programs

Artifacts

- Course or program proposal
- Revision to course or program
- New materials developed to meet course or program requirements
- Evidence of participation in program development, revision, or evaluation
- Document of leadership in program accreditation process (state or national)
- Program recognition or award
- Evidence of participation in research on or evaluation study of a teacher education program
- Publications, handouts, or other documentation of conference presentations on program development

STANDARD 6 Collaboration

Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.

Accomplished teacher educators adopt a collaborative approach to teacher education that involves a variety of stakeholders (e.g., universities, schools, families, communities, foundations, businesses, and museums) in teaching and learning. Collaboration to design and implement teacher education promotes the collective practice that increases efficacy and knowledge of teacher education. This facilitates a sense of trust and draws on the expertise of different stakeholders within the collaboration (Fullan & Hargreaves, 1991). Professional relationships foster a community of collaboration in which teacher educators make explicit their work and increase self-learning and knowledge. Collaboration is often formalized in partnerships that join individuals and institutions to work together on a long term basis. In the education of teachers, collaboration and partnerships exist in pre-service teacher education as well as the continuing education of induction and in-service teachers.

Indicators

- Engage in cross-institutional and cross-college partnerships

- Support teacher education in the P-12 school environment
- Participate in joint decision making about teacher education
- Foster cross-disciplinary endeavors
- Engage in reciprocal relationships in teacher education
- Initiate collaborative projects that contribute to improved teacher education
- Acquire financial support for teacher education innovation to support collaboration

Artifacts

- Evidence of collaborative activities (e.g., minutes and agenda of meetings)
- Testimonials
- Records of awards, recognition, and financial support for research resulting from collaboration
- Course syllabi that demonstrate collaboration
- Joint publications resulting from collaboration

STANDARD 7 Public Advocacy

Serve as informed, constructive advocates for high quality education for all students

Teacher educators advocate both within and outside of the profession for high quality education for all students at all levels. Influencing decision makers and promoting changes to laws and other government policies to advance the mission of a high quality education for all is paramount to the profession. Such advocacy requires being informed with respect to social and political perceptions, policies, challenges, and systems that affect education (Cochran-Smith, 2004). Acquiring research-based background information should be the basis for advocacy at all levels. As Laitsch et al (2002) have pointed out, research has long been supported as the basis for decision-making in educational forums.

Accomplished teacher educators engage in active advocacy for quality education, which clearly articulates appropriate responses addressing educational concerns and visions for contemporary and future stakeholders. This advocacy promotes quality education for all students in local, state, regional, national, and international venues. Through reflection and revision of information and efforts, teacher educators actively assess their personal impact on educational reform.

STANDARD 8 Teacher Education Profession

Contribute to improving the teacher education profession.

Through a visionary and collaborative approach, accomplished teacher educators accept responsibility for improving their profession. They make a difference by attending to the complexities and vulnerabilities of the profession (Covey, 1989, p. 299). Teacher educators share a responsibility for active service as members of local, state, and national professional organizations. These affiliations offer a venue for professional identification and support to improve the teacher education profession. Collective membership in professional organizations contributes to the strength of teacher education

Indicators

- Promote quality education for all learners through community forums, activities with other professionals, and work with local policy makers
- Inform and educate those involved in making governmental policies and regulations at local, state, and/or national levels to support and improve teaching and learning
- Actively address policy issues which affect the education profession

Artifacts

- Evidence of advocacy for high quality teaching and learning in local, state, national, and/or international settings
- Evidence of contributions to educational policy or regulations at local, state, national, and/or international levels
- Papers, presentations, and/or media events designed to enhance the public's understanding of teaching and learning
- Evidence of service to school accreditation committees
- Scholarship and/or grant activity promoting education

Teacher educators are vested with authority in teacher education and their technical expertise qualifies the profession for determination of the public good (Bellah, 1985, p. 195)

Indicators

- Actively participate in professional organizations at the local, state, national, or international level
- Edit/review manuscripts for publication or presentation for teacher education organizations
- Review resources designed to advance the profession

- Develop textbook or multimedia resource for use in teacher education
- Recruit promising pre-service teachers
- Recruit future teacher educators
- Mentor colleagues toward professional excellence
- Design and/or implement pre-service and induction programs for teachers
- Support student organizations to advance teacher education
- Advocate for high quality teacher education standards

Artifacts

- Evidence of active participation in professional organizations

- Conference programs and proceedings
- Books/monographs/periodicals edited or reviewed
- Textbook/multimedia reviews
- Textbooks and multimedia resources developed
- Testimonials
- Evidence of support of student organizations
- Grant proposals
- Reports and evaluations of projects/advancement programs
- Records of awards/recognition for excellence in teacher education

STANDARD 9 Vision

Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views.

Accomplished teacher educators develop essential insights into the vast changes occurring today. They embrace them, visualize their potential for education, and interpret them to pre-service and in-service teachers in order to facilitate understanding and integration into professional practice.

Technology and miniaturization affect all aspects of society. The debate over the relative importance of content for future generations needs to be focused by knowledgeable teacher educators who understand history, teaching, research, and technology. A critical factor is the increasing impact of globalization on education (Friedman, 2005).

Education has traditionally followed rather than led changes in society. Accomplished teacher educators embrace their role as change agents, understand the impact teacher education has on classroom practices, and are early adopters of new configurations of learning (Rogers, 2003). Accomplished teacher educators are firmly in the forefront of educational change.

Indicators

- Actively participate in learning communities that focus on educational change
- Demonstrate innovation in the field of teacher education
- Demonstrate qualities of an early adopter of technology and new configurations of learning
- Actively pursue new knowledge of global issues
- Support innovation adoption with research
- Relate new knowledge about global issues to own practice and K-12 classroom teaching

Artifacts

- Grant writing activity
- Evidence of participation in learning communities
- Reflection journals
- Course syllabi
- Course assignments
- Student work samples
- Evidence of self-directed learning in innovative methodologies

- Evidence of using new and evolving technologies or content in teaching and learning

References

- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of Child Development* (Vol. 6, pp. 1-60). Greenwich, CT: JAI Press.
- Bellah, R.N., Madsen, R., Sullivan, W.M. Swidler, A., & Tipton, S.M. (1985). *Habits of the heart: Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.*
- Cochran-Smith, M. (2004). Taking stock in 2004: Teacher education in dangerous times. *Journal of Teacher Education*, 55(1), 3-7.
- Covey, S.R. (1989). *The seven habits of highly effective people: Powerful lessons for personal change*. New York: Simon & Schuster.
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Farrell, T.S.C. (2004). *Reflective practice in action: 80 reflection breaks for busy teachers*. Thousand Oaks, CA: Corwin Press.
- Friedman, T. L. (2005). *The world is flat*. New York: Farrar, Straus, and Giroux.
- Fullan M., & Hargreaves, A. (Eds.). (1992). *Teacher development and educational change*. The Falmer Press, New York.
- Gay, G. (2005). *A synthesis of scholarship in multicultural education*. Naperville, IL: North Central Regional Educational Laboratory.
- Individualism and commitment in American life*. New York: Harper & Row.
- Kauchak, D., & Eggen, P. (2005). *Introduction to teaching: Becoming a professional*. Upper Saddle River, NJ: Pearson Education, Inc.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- Laitsch, D., Heilman, E., & Shaker, P. (2002). Teacher Education, pro-market policy and advocacy research. *Teaching Education*, 13(3), 251-271.
- Pedro, J. (2006). Taking reflection into the real world of teaching. *Kappa Delta Pi Record*, 42(3), 129-133.
- Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.
- Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schön, D.A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- Selke, M., & Alouf, J. (2004). *Position framework: ATE*. Retrieved June 8, 2006, http://www.ate1.org/pubs/ATE_Position_Frame.cfm.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Association of Teacher Educators
P.O. Box 793, Manassas, VA 20113