

TENTATIVE ATE TEACHER EDUCATOR STANDARDS

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Introduction:

Professional standards establish expectations for individuals and organizations continuously planning for, engaging in, and reflecting on the goals and activities of a profession. Since 1992, the Association of Teacher Educators (ATE) has articulated professional standards to describe the ways that teacher educators guide and support the preparation and professional development of educators who promote student learning.

Early in the 21st century, educators confronted a series of significant global challenges including, but not limited to, a worldwide pandemic, a polarized political environment, and emergent artificial intelligence. Considering the seismic changes to the education landscape, in 2022, the ATE president appointed a Commission to review, reimagine, and revitalize the ATE Teacher Educator Standards.

Both novice and experienced educators acknowledge that the overarching challenge is their responsibility to enlighten, equip, and empower their learners for the future. Building upon their profound understanding, robust insights, and diverse perspectives, educators articulate a compelling vision of learners' future achievement and participation in an ever-changing interdependent global society. The ATE Teacher Educator Standards frame this vision to strengthen educational capacity and inspire meaningful action.

Description of Teacher Educators:

Teacher educators are professionals inclusive of community, preK-12th grade school, and higher education practitioners who specialize in teacher learning from initial preparation throughout life-long development. During their professional careers, teacher educators develop, facilitate, model, analyze, and enhance their expertise based on educational theory, research, and practice. They are dedicated to the preparation and advancement of high-quality educators and teacher educators who are essential for students' success and society's future.

Standard 1. Teaching, Learning, and Equity

Description: Teacher educators prepare teacher candidates and provide professional development for educators, who want to advance their professionalism. Based on educational theory, research, and practice, teacher educators design programs, develop courses, and provide experiences framed by the ATE Teacher Educator Standards and ATE Clinical Experience Standards. Essential for effective teaching and learning, equity is emphasized and evident in community, preK-12th grade, and higher education settings. Integrating equity across teaching and learning means that teachers and learners, in all contexts, feel safe, welcomed, and wanted. Interactions are positive, productive, and professional. Ensuring equity necessitates that all educators and learners see themselves in the curriculum, instruction, assessments, and learning communities; they participate authentically in their learning. Equity means all voices are heard, their presence is honored, and they feel they belong. Teacher educators ensure that teaching, learning, and equity are intentionally purposeful, developmentally appropriate, intrinsically rewarding, and mutually beneficial for educators and learners.

Standard 2. Culturally Sustainable Professionalism

Description: Teacher educators equip themselves, students, colleagues, and community members with ways to understand, accept, navigate, and honor diverse and complex identities and the intersectionality of identities associated with, but not limited to, race, class, gender, religion, language, and abilities. Through cultural humility, awareness, and reflexivity, teacher educators reflect on and recognize their own cultural identities and confront their overt and covert biases. Cultural sustainability encompasses acknowledgment and advancement of diverse cultural practices, values, and traditions. Teacher educators are responsible for integrating cultural content across the curriculum, instruction, assessment, and classroom community. They strengthen intercultural understanding of and authentic respect for diversity, equity, inclusion, and belonging resulting in cultural pluralism.

Standard 3. Assessment and Evaluation

Description: Teacher educators design assessments aligned with curriculum and instruction in numerous ways that are culturally sustainable and developmentally appropriate. Assessments monitor and measure students' individual and collective learning progress. From their documented evidence, teacher educators simultaneously analyze data and modify their practice to increase student learning and teacher educator efficacy. Teacher educators conduct evaluations of curriculum, instruction, assessments, and environments of preK-12th grade classes, teacher education course, and teacher education clinical experiences to optimize objectives and outcomes.

Standard 4. Technology and Innovation

Description: Teacher educators leverage digital tools and platforms (including devices, applications, and systems) integrated throughout teaching and learning in ways that are meaningful, relevant, and developmentally appropriate. Innovation promotes open-mindedness, decision-making, and problem-solving in an equitable, digital-resource-rich environment, encompassing curiosity, critical thinking, and creativity. Real and virtual technology resources equip teachers and learners with knowledge, skills, and perspectives associated with continual and rapid changes. Teacher educators advance their own use of technology, while guiding and supporting their students, colleagues, community members, and themselves to utilize technology resources and techniques for communicating, documenting, and seeking information. They emphasize acute veracity, responsible application, and potential bias of system-generated artifacts. Innovation and technology function together to instill an outlook of adaptability, an acceptance of forward-thinking, and a commitment to lifelong learning.

Standard 5. Inquiry, Research, and Scholarship

Description: Teacher educators conduct informal and formal inquiry to advance their knowledge of the teaching profession, their students' understanding, and their own practices and perceptions. Inquiry improves teacher educators' awareness, facilitation, and refinement of educational environments, teaching strategies, and learning experiences. These elements effectively support preK-12th grade and higher education students in their learning. Through consistent and continuous reflection, teacher educators engage in indirect and direct inquiry and research that advances their professionalism and practice. Discoveries gained from inquiry and research generate insights and inspiration to be shared with wider audiences through various types of academic scholarship.

Standard 6. Professional Learning and Development

Description: Teacher educators participate in and provide various developmental activities and experiences that enhance educators' practices and perceptions within their professional context throughout their careers. Applicable to their personal, professional, and pedagogical performance, engagement in learning and development offers opportunities for teacher educators to design, model, reflect upon, and improve their expertise based on educational theory, research, and/or best practice. As reflective and reflexive practitioners, teacher educators advance their expertise, improve instructional effectiveness to foster a culture of continuous growth of students, colleagues, community members, and themselves. Teacher educators provide professional learning and development opportunities to promote student learning outcomes.

Standard 7. Leadership

Description: Teacher educators provide leadership in all settings and situations to enhance teaching and learning to improve student learning outcomes. Based on educational theory, research, and practice, leadership occurs informally and formally through intentional and purposeful interactions with students, colleagues, and community members. As leaders, teacher educators nurture and model qualities, concepts, and practices that motivate, engage, and reward the attainment of collective goals. Shared governance and informed decision-making emphasizing ethics and integrity ensure transparency, accountability, communication, and trustworthiness. These components of leadership guide teacher educators in all capacities as they lead and build leadership among their constituents.

Standard 8. Mentoring and Coaching

Description: Teacher educators utilize mentoring and coaching practices to guide and support the personal, professional, and pedagogical growth and development of students, colleagues, community members, and themselves. Although similar, mentoring and coaching serve different purposes and tend to incorporate different approaches. A mentor is a knowledgeable insider who provides the novice with specific information, access, and opportunities associated with the novice's immediate and long-range needs relevant to their professional environment. A coach is a thinking partner who prompts the protégé's overarching thoughts, feelings, decision-making, and agency relevant to their concerns and experiences. Both mentoring and coaching offer teacher educators with approaches to improve teaching, learning, and equity.

Standard 9. Collegiality, Collaboration, and Partnerships

Description: Teacher educators initiate co-constructed professional relationships with their colleagues in preK-12th grade and higher education settings. Cooperative interactions among co-workers foster positive and productive educational environments offering benefits to participants, programs, and policies evident in the teaching, scholarship, and service. Through collegiality, teacher educators expand their knowledge and enhance their perspectives. Through collaboration, teacher educators integrate diverse perspectives, address current and anticipated educational challenges, and analyze their programs and policies for alignment with educational theory, research, and practice. Collaboration with external partners enables teacher educators to meet the needs and interests of students, colleagues, community members, and themselves.

Standard 10. Program and Policy Development

Description: Teacher educators fulfill critical roles and valuable responsibilities in their leadership of and contributions to the origination, enactment, and continuous analysis of the programs and policies that inform, guide, and support students, colleagues, community members, and themselves. Teacher educators provide meaningful, relevant, and progressive understanding for improving student learning outcomes. Programs and policies apply to teacher preparation, inclusive of higher education courses and clinical experiences (as delineated in the ATE Clinical Experience Standards); and higher education programs related to teacher advancement. All programs and policies are grounded in educational theory, research, and practice; aligned with national and state standards; contextualized by contemporary topics and issues; and ensure that the voices of teacher educators, students, colleagues, and community members are heard and honored.

Standard 11. Educational Well-Being

Description: Teacher educators attend to the holistic care of themselves, students, colleagues, communities, and community members, functioning as individuals and as collective members of groups. Educational well-being encompasses all cognitive, emotional, moral, physical, and social components expressed as thoughts, beliefs, words, and actions. Teacher educators develop, facilitate, model, analyze, and enhance characteristics and expressions of educational well-being to ensure safety, respect, belonging, relationships, accomplishments, and support evident throughout the educational environment.

Standard 12. Advocacy

Description: Teacher educators embrace their roles and responsibilities as they authentically give voice, promote agency, and take action to support opportunity and access to high-quality teaching and learning for all. Teacher educators are knowledgeable of current topics, issues, trends, public opinions, proposed bills, and policies from multiple perspectives. They effectively communicate, navigate, negotiate, and assert the needs, rights, interests, and desires of their constituents and themselves. Teacher educators hold unique positions to use data, identify implications, inform decisions, represent diverse populations, and ensure equitable outcomes affecting students, colleagues, community members, and themselves.