

MAKING SENSE OF THE STANDARDS

Overview of State and National Descriptions

ICCB 2002

• State Standards •

The new state educational framework for Illinois includes *standards for students...*

- the *Illinois Early Learning Standards*, which document benchmarks for children from three through five years of age. They align with the Illinois Learning Standards and address eight core learning areas.
- the *Illinois Learning Standards*, which define what elementary and secondary students are expected to know and be able to do in various subject areas.

and *standards for educators and school administrators.*

- the *Illinois Professional Teaching Standards* and *Illinois School Leader Standards*, which define expectations for *all* teacher and administrator candidates and are aligned with INTASC and NCATE standards;
- The *Content-Area Standards* define what teacher candidates will know and be able to do within specific content areas and are aligned with the Illinois Learning Standards. They also include *core standards* in technology, English language arts, and special education that apply across all teaching fields. These standards are also aligned with NCATE.

Each set of standards was developed in collaboration with experts in each particular subject/field in order to improve teaching and learning throughout the state.

The following are links to more specific information on each set of standards:

- Illinois Early Learning Standards: <http://www.illinoisearlylearning.org/standards/index.html>
- Illinois Learning Standards: <http://www.isbe.net/ils/Default.htm>
- Illinois Professional Teaching Standards, Core Standards, Content-Area Standards, and School Leader Standards: <http://www.isbe.net/profprep/PDFs/standards.pdf>



• National Standards •

For the purpose of this overview, the following information focuses on the two primary groups of national standards used by Illinois that relate to the overall preparation of teachers: NCATE and INTASC. Standards developed by various professional associations are not covered in this document, although teacher preparation programs are required to incorporate them.

The National Council for Accreditation of Teacher Education (NCATE) was founded in 1954 and has a dual mission of accountability and improvement in teacher preparation. The NCATE 2000 accreditation process establishes rigorous, performance-based standards for teacher education programs. In other words, standards relate to how well the unit, or the department, prepares candidates to teach.

Institutions are required to provide evidence that their education candidates know their subject matter and have the skills to teach it effectively. Furthermore, institutions must demonstrate that their candidates have the ability to work with all types of children and ensure that all children will learn. Individuals preparing to be school administrators or serve in other roles requiring state certification will also need to demonstrate that they have the knowledge and the skills related to their specialization.

Each College of Education is required to develop a “performance-based assessment system” to meet the NCATE 2000 standards. This system must include multiple forms of candidate assessments that will be used at various checkpoints during the program. These assessments include traditional exams, portfolios, samples of student work, videos of teaching experiences with written reflections on teaching performance, state certification exam results, as well as other assessment formats. A unique component is the involvement of liberal arts and sciences faculty, as well as the public schools in which student teaching is carried out.

To become NCATE-accredited, teacher preparation institutions submit a self-study that describes how they meet NCATE standards. Below are examples of questions for which NCATE seeks answers in the institution's self-study, and in NCATE accreditation and ISBE on-site visits:

- Does the unit describe its shared vision for preparing candidates to work effectively in P-12 schools? (Conceptual Framework)
- Does the unit provide graduates with in-depth subject matter knowledge and a clear understanding of how to teach their subject to students? (Standard 1)
- Does the unit have an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs? (Standard 2)
- Does the unit work with its school partners to offer rigorous clinical experiences? (Standard 3)
- Does the unit provide opportunities to prepare teachers for working with diverse student populations? (Standard 4)
- Are faculty members of the unit well qualified? Are faculty evaluated systematically? Does the unit facilitate professional development? (Standard 5)
- Does the unit have the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates? (Standard 6)

For more information, the NCATE website can be accessed at <http://www.ncate.org/>

The Interstate New Teacher Assessment and Support Consortium (INTASC) has developed model standards for licensing new teachers. Drafted by representatives of the teaching profession along with personnel from 17 state education agencies, these standards address the knowledge, dispositions and performances deemed essential for all teachers regardless of their specialty area. The ten INTASC standards include the following areas: Content Pedagogy, Student Development, Diverse Learners, Multiple Instructional Strategies, Motivation and Management, Communication and Technology, Planning, Assessment, Reflective Practice: Professional Growth, and School and Community Involvement.

For more information on INTASC, visit <http://www.ccsso.org/INTASC.HTML>

MAKING SENSE OF THE STANDARDS

NCATE

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The National Council for Accreditation of Teacher Education (NCATE) is the accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools.

NCATE 2000 standards focus on **UNIT ACCREDITATION**. The “*unit*” is the administrative body within an institution that has authority over the operation of all teacher preparation programs leading to certification.

NCATE standards are divided into two sections: Candidate Performance (Standards 1 and 2) and Unit Capacity (Standards 3-6). Candidate performance standards focus on learning outcomes. They require *units* to use evidence to demonstrate that teacher candidates are gaining the knowledge, skills and dispositions necessary to have a positive impact on P-12 student learning. Unit capacity standards address the components of teacher education programs that support candidate learning. They promote increased university and school partnership in design and implementation of clinical experiences, require the provision of curricular content and experiences that promote diversity among faculty, candidates and students, emphasize the need for well-qualified faculty who model best practices in teaching, and address governance and resource expectations.



The six NCATE 2000 standards are listed below, in addition to a description of the Conceptual Framework component:

• **Conceptual Framework** •

The Conceptual Framework (CF) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. The CF is knowledge-based, articulated, shared, coherent, consistent with the unit/institutional mission, and continuously evaluated. It should also display a commitment to diversity and technology.

• **Candidate Performance** •

Standard 1 *Candidate Knowledge, Skills and Dispositions*

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.

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 unit and its programs.

• **Unit Capacity** •

Standard 3

Field Experiences and Clinical Practice

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

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.

Standard 4

Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

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. Assessments indicate that candidates meet professional, state and institutional standards.

For more information, the NCATE website can be accessed at <http://www.ncate.org/>

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INTASC

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The Interstate New Teacher Assessment and Support Consortium (INTASC) has developed model standards for licensing new teachers. Drafted by representatives of the teaching profession along with personnel from 17 state education agencies, *these standards address the knowledge, dispositions and performances deemed essential for all teachers regardless of their specialty area.* The ten INTASC standards are as follows:

Standard 1

Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2

Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

Standard 3

Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4

Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5

Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

Standard 6

Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7

Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8

Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9

Reflective Practice: Professional Growth

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10

School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.