



STATE OF WASHINGTON
 OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 PROFESSIONAL EDUCATION AND CERTIFICATION OFFICE

STANDARD IV: PROGRAM DESIGN – Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program design standard of WAC 181-78A-264:

STANDARD IV: PROGRAM DESIGN –(Subsections C, D, E, and H apply only to teachers)				
A. The Conceptual Framework (NCATE Standards 2 & 3)				
Criteria	Unmet		Met	Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
<p>(1) The conceptual framework establishes the shared vision for the unit’s efforts in preparing educators to work effectively in P-12 schools. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. The conceptual framework is based on current research and best practice, is cohesive and integrated, supports the state’s student learning goals and for teacher preparation programs, and reflects the essential academic learning requirements. The conceptual framework reflects the unit’s commitment to preparing candidates to support learning for all students and the unit’s commitment to preparing candidates who are able to use educational technology to help all students learn.</p>	<p>The conceptual framework does not establish a shared vision for the unit’s efforts in preparing educators to work effectively in P-12 schools or it is not well defined. The assessment system does not reflect the conceptual framework(s). Field experiences and clinical practice do not reflect the unit’s conceptual framework(s) and do not help candidates develop the competencies delineated in professional, state, and institutional standards.</p>		<p>The conceptual framework(s) is well defined and clearly stated. It is understood and articulated by students and faculty. The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. Field experiences and coursework reflect the unit’s conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in professional, state, and institutional standards.</p>	<p>Both field experience and clinical practice extend the unit’s conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing.</p>

B. Recruitment, Admission, and Retention (NCATE Standards 2 & 6)					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(2) Candidates who demonstrate potential for acquiring the content and pedagogical knowledge and skills for success as educators in schools are recruited, admitted, and retained (see WAC 181-78A-200 Candidates Admission Policies). These candidates include members from under represented groups.	The unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Decisions about continuation in and completion of programs are not based on multiple assessments. The unit does not ensure that candidates have access to student services such as advising or counseling. Candidates do not include members from under represented groups.		The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Decisions about candidate performance are based on multiple assessments made at admission at appropriate-transition points, and at program completion. The unit ensures that candidates have access to student services such as advising. Candidates include members from under represented groups.		The unit has exemplary plans for recruitment, admission, and retention of under represented groups. Data show the strong relationship of performance assessments to candidate success.
C. Pedagogical Content Knowledge for Teacher Candidates (NCATE Standard 1)					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(3)(a) Programs shall assure that candidates are provided with opportunities to learn the pedagogical knowledge and skills required for the particular certificate, and for teacher preparation programs, the endorsement competencies.	Candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop quality learning experiences.		Candidates have knowledge of subject specific instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.		Candidates have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways. Subject specific instructional strategies are modeled or integrated into coursework.

D. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (NCATE Standard 1)					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(3)(b) Programs shall assure that candidates are provided with opportunities to learn the professional knowledge and skill required for the particular certificate.	Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. Candidates lack knowledge of school, family, and community contexts and/or the ability to develop learning experiences that draw on students' prior experience.		Candidates can apply their 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.		Candidates reflect on their practice and make necessary adjustments to enhance student learning. Candidates differentiate student learning experiences based on individual student needs.
E. Content Knowledge for Teacher Candidates Including Endorsements (NCATE Standard 1)					
Criteria	Unmet		Met		Exemplary
3 (c) Programs shall assure that candidates are provided with opportunities to learn the competencies for endorsement areas.	Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards.		Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.		Teacher candidates have in-depth knowledge of the subject matter 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.

F. Learner Expectations (NCATE Standard 4)				
Criteria	Unmet		Met	Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(4) A set of learner expectations for program completion are identified and published.	The unit is not clear about the proficiencies that candidates should develop during their preparation programs.		The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program.	
G. Field Experiences and Clinical Practices (NCATE Standard 3)				
Criteria	Unmet		Met	Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(5)(a) The unit and its school partners design, implement, and evaluate field experiences and clinical practices so that candidates develop and demonstrate the knowledge and skills necessary to help all students learn, Provided, That (a) candidates for an administrator certificate shall complete an internship pursuant to WAC 181-78A-325 (b) candidates for a school psychologist certificate shall complete an internship pursuant to WAC 181-78A-317, (c) candidates for a school counselor certificate shall complete an internship pursuant to WAC 181-78A-315, and (d) candidates for a school social worker certificate shall complete an internship pursuant to WAC 181-78A-319.	The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the school or other agencies hosting them. The unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practices. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.		The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practices. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.	The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practices. The unit and its school partners 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.

Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(5) (cont.) (5) (b) Field experiences are integrated throughout the preparation program and occur in settings with students representing diverse populations.	Field experiences and clinical practice are not integrated throughout the preparation program. They do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic, racial, gender and socioeconomic groups in their field experiences or clinical practice.		Field experiences and clinical practice are integrated throughout the preparation program. They provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice with students with exceptionalities and students from diverse ethnic, racial, gender and socioeconomic groups.		
(5)(c) Clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing.	Clinical practice is not long or intensive enough for candidates to demonstrate their ability to take full responsibility for the roles for which they are preparing.		Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing.		Candidates observe and are observed by others. They interact with teachers, college/university supervisors and other interns about their practice regularly and continually. Candidates are members of instructional teams in the school and are active participants in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology.
H. Endorsement Preparation					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(6) The preparing institution shall assure that candidates are provided with appropriate course work and	Candidates are not provided with sufficient and appropriate course work and experiences in teaching methods		Candidates are provided with sufficient and appropriate course work and experiences		

I. Entry and Exit Criteria (NCATE Standard 3)					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/practice:
(6) (cont.) experiences in teaching methods for each endorsement area. The methods should include: (a) Instructional strategies (b) Curriculum frameworks (essential academic learning requirements) (c) Assessment strategies, including performance-based measurements of student work (d) Unit/lesson planning	for each endorsement area as identified in the criteria.		in teaching methods for each endorsement area as identified in the criteria.		
(7) Entry and exit criteria exist for candidates in clinical practice.	No entry or exit criteria exist for candidates in clinical practice.		Entry and exit criteria exist for candidates in clinical practice. They are well-publicized in student handbooks, brochures, and course syllabi.		
J. Collaboration with P-12 Schools (NCATE Standard 5)					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:
(8) Programs reflect ongoing collaboration with P-12 schools.	Faculty are providing limited or no services to schools at a level expected by the profession . Few, if any, of the faculty are involved with the professional world of practice in P-12 schools. Collaboration between professional education faculty and school colleagues is limited to supervision of field experiences and student teaching.		Professional education faculty are actively involved with the professional world of practice in P-12 schools. They collaborate regularly and systematically with colleagues in P-12 settings.		Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both
					professional education and P-12 schools. They develop relationships, programs, and projects with colleagues in P-12 schools.

K. Regionally Accredited Degrees					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:
(9) Candidates for a teacher certificate shall hold/obtain a baccalaureate degree from a regionally accredited college or university pursuant to WAC 181-79A-030(5).	All candidates do not hold a baccalaureate degree from a regionally accredited university.		All candidates hold or will hold at the completion of their program a baccalaureate degree from a regionally accredited college or university.		
L. Pedagogy Assessment Instrument					
Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:
(10) (a) Beginning fall 2003, approved programs shall administer the pedagogy assessment adopted by the professional educator standards board and published by the superintendent of public instruction to all candidates in a residency certificate program. (b) Candidates must take the pedagogy assessment as a condition of residency program completion. However, passage is not required for program completion as long as the program can provide other evidence, separately or in combination with the results of the pedagogy assessment, that the candidate has satisfied all program completion requirements.	There is insufficient evidence that the pedagogy assessment instrument has been administered to all residency certificate candidates or that candidates have demonstrated competency in all areas either through passing the pedagogy assessment or in combination with other assessment(s) approved by the program.		All candidates are assessed with the pedagogy assessment instrument. There is evidence that the candidate has demonstrated competency in all areas of the assessment either by passing the assessment or in combination with another assessment(s) approved by the program.		