

ACTIVITIES ON USE OF THE TEACHER EDUCATOR STANDARDS

On the following pages are a series of activities for using the ATE Standards for Teacher Educators. Each activity is formatted so that it can be removed and used in workshops. In each Activity, participants will need a copy of the standards. In most cases, they will also need the Record of Analysis sheet provided here.

RECORD OF ANALYSIS

CONTEXT OF THE ANALYSIS _____

Accomplished Teacher Educators...	EVIDENCE
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.	
STANDARD 2 Cultural Competence Applies cultural competence and promotes social justice in teacher education.	
STANDARD 3 Scholarship Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.	
STANDARD 4 Professional Development Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.	
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.	
STANDARD 6 Collaboration Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.	
STANDARD 7 Public Advocacy Serve as informed, constructive advocates for high quality education for all students	
STANDARD 8 Teacher Education Profession Contribute to improving the teacher education profession.	
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.	

Activity 1 Who Will Use The Standards?

The term teacher educator has been used in a broad sense to refer to anyone associated with the education of a teacher. The standards suggest, however, that a teacher educator is a person with appropriate knowledge, skills and dispositions working in a definitive way with present or future teachers. Because this is a more specialized view of the task, it may require some deliberate actions to involve appropriate individuals in the use of the standards.

This activity is designed to be used by those who will decide on the roles of individuals who will be the teacher educators.

The first step is to identify a context in which the teacher education will take place. (e.g., preparation of prospective teachers of middle school mathematics, staff development for teachers in a specified school setting, preparation of future teacher educators).

In this space, identify the context in which the teacher education will take place. You can choose one of the following, or you can describe another context.

- An undergraduate teacher education program preparing prospective teachers, in which the faculty are employed by the university.
- A school-based undergraduate teacher education program in which university faculty and school personnel share the responsibilities for preparing the future teachers.
- A district's program in which they are implementing an innovative program or teaching procedure.
- A graduate degree program from which teachers earn a master's degree.

WHO ARE THE TEACHER EDUCATORS

1. What is the role of those who will have primary responsibilities for teaching in this program?
2. How will their role differ from others who will be involved in other ways in the program?
3. How will the teacher educators be instructed (or selected) to ensure that they meet the standards for being teacher educators?
4. What will be provided to ensure the continued professional growth of the teacher educators?

Activity 2 A Doctoral Program to Prepare Teacher Educators

The following pages provide a description of a doctoral program. Compare the program to the ATE Standards for Teacher Educators to identify components of the program which may address each of the standards.

1. Read the description of the program provided on the following pages.

2. Record your comments on the Record of Analysis form provided.
3. Working in a small group, identify ways that the program can be improved so that graduates will be able to grow professionally to eventually meet the standards of a teacher educator.

Activity 3 Analysis of a Teacher Educator's Vita

The curriculum vita is a traditional way of describing past experiences and accomplishments of personnel in the field of education. The CV is used, at least in part, to make decisions about the individual.

In this exercise, you are to use the ATE Standards for Teacher Educators to analyze the material provided on the following pages.

1. Obtain a copy of the ATE Standards for Teacher Educators (see Part 2).
2. Read the curriculum vita provided on the following pages.
3. Compare the information provided to the standards and record your observations on the Records of Analysis Sheet.
4. With others, discuss the following questions?
 - a. What is the evidence that this individual meets the standards?
 - b. What further evidence should be provided to be able to decide if the individual meets the standards?
 - c. What do you recommend for the format of the presentation of that information?

Activity 5 Who Will Teach The Teachers In Our New Professional Development School?

Faculty and administrator committees have been meeting for several months to design a professional development school. The faculty and administrators come from both the Anticipation Public School District and the University of Striving. All seem to agree that the effort will address the following goals:

- improve the undergraduate teacher preparation program by increasing school involvement by the prospective teachers;
- increase the opportunity for school teachers and administrators to instruct the prospective teachers;
- improve the Master's degree in Curriculum and Instruction by bringing the academic course work closer to the context in which the schools work;
- increase the opportunity for university faculty to be involved in the work of the schools as they address reform efforts; and
- increase the opportunity for school and university faculty to engage productively in addressing issues within the university and the school.

Now that many of the logistical matters have been addressed, the committee is now ready to consider the touchy issues around the selection of those who will teach in the different programs. All seem to agree that the approach to each goal is through teacher education, so the teachers in the program are, by definition, teacher educators.

Task: Select the teacher educators for the undergraduate program, the Master's program, and the school/university projects.

ACTIVITY 6: QUESTIONS TO GUIDE THE APPLICATION OF THE ATE STANDARDS FOR TEACHERS TO SELECTION AND DEVELOPMENT OF TEACHER EDUCATORS

1. Read the description of the situation. Discuss the situation within your group to reach consensus on the characteristics of the task.
2. Briefly outline a way to accomplish the task defined by your discussion.
3. How can the ATE standards be used to improve the quality of the process?

Activity 7 A Staff Development Program for Teacher Educators

Central States University has recently created a Center for the Advancement of Teaching (CAT) with modest funds to support staff development for faculty throughout the university. The Center encourages all units on campus to decide how they can best make use of the resources provided by the CAT. The Center also is encouraging proposals to agencies that will support specific projects for staff development of higher education.

The executive committee of the Department of Teacher Education is discussing how the CAT strategies and resources can be put to good advantage for this department's faculty. Various discussions have identified the following characteristics of the department that might impact the way to improve faculty performance.

1. Recent retirements have brought new hires that now make up 25% of the faculty.
2. The department has added substantial computer hardware that could be used to impact the education of students in the department.
3. Many faculty believe it is now appropriate to make changes in the program to bring it up to current standards.

The department's executive committee wants to develop a proposal to CAT to obtain resources to help their faculty. They believe that faculty would be open to staff development if faculty perceived it would be beneficial.

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The ATE Standards for Teacher Educators provide characteristics of effective teacher educators. The purpose of this activity is to determine how the standards could be used to give the executive committee guidance on staff development of the department's teacher educators.

1. Discuss with your colleagues how the standards might apply.
2. Then use the Record of Analysis to find ways to help faculty address each standard you find appropriate.

Activity 7 School Administrators and Standards for Teacher Educators

If teachers play a key role in student learning, it could be assumed that improving teachers will lead to improved student learning. It is generally accepted that administrators in charge of improving learning in the classroom are responsible for improving the quality of teachers in those classrooms.

This activity relates to how the ATE Standards for Teacher Educators can inform those who have the responsibility for providing for the education of teachers.

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1. In your school district, or one familiar to you, is it appropriate that selected administrators would have a responsibility of improving teaching?
2. Would those administrators perform in a way described by the ATE Standards?
3. Should administrators perform in ways described by the ATE Standards?
4. How could the ATE Standards for Teacher Educators be brought to the attention of school administrators?