

# DISTINGUISHED PROGRAM IN TEACHER EDUCATION AWARD

Association of Teacher Educators

Presented by  
Wichita State University  
2016 Distinguished Program in Teacher Education Award Winner

## A. GOALS OF THE PRESENTATION:

- Share insights/experiences with others who may be considering applying for the Association of Teacher Educators (ATE) Distinguished Program Award
- Engage with potential applicants the “how” of the application/award process

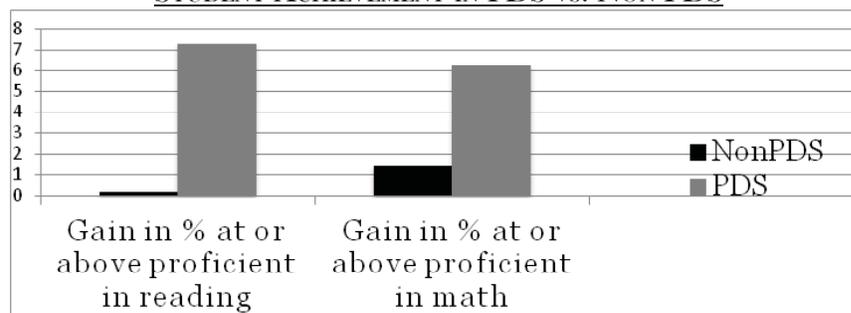


## B. PROCESSES OF ACHIEVING ATE DISTINGUISHED PROGRAM AWARD:

### (1) Organization of the Application

- Emphasis on teacher preparation program components
  - Overview/history of professional school model (PDS)
  - Teacher preparation model components
    - Collaborative development of the teacher preparation program
    - Program goals
    - Theoretical underpinnings and adaptability to other programs
    - Assessment framework and implementation record
    - Alignment among program goals, actions/activities, and assessment
    - Impact of teacher preparation program on graduates and P-12 students (use of graphs/charts)

STUDENT ACHIEVEMENT IN PDS VS. NON-PDS



(2) Design and Sharing of Exhibit

- Intentional Focus on Participant Interaction
- Utilization of Technology (particularly I-pads which offered partner “stories” that participants could interact with)



(3) Oral Presentation for ATE Award Committee

- Identification and Role of Members
- Rehearsal and Practice

(4) Analysis of Program to ATE Standards

- Crosswalk of ATE Framework to Teacher Preparation Program (packet provided to participants to show alignment of Teacher Preparation Program to ATE Field Experiences Standards)
- Background of Standards for Field Experiences in Teacher Education

Peggy Ishler, then president-elect of the Association of Teacher Educators, appointed the first Task Force on Field Experiences Standards in 1995. Edi Guyton and David Byrd were co-chairs of the Task Force. For over three years the group developed categories for standards, and then explored the literature and developed standards and support for the standards. One draft of the standards was presented at an open hearing at the ATE summer conference in Las Vegas. A subsequent draft was sent to organizations (e.g., AACTE and NCATE) and individuals (e.g., a random sample of the National Field Directors Forum) for feedback. In 1998, the ATE Delegate Assembly approved the standards in draft form. Open hearings were held at the 1998 annual meeting and at the 1998 Minneapolis summer conference. State ATE presidents were sent the standards and asked to have open hearings. A new draft set of standards was developed based on input from these meetings and from people who responded to the request for feedback. In February 1999, the ATE Delegate Assembly approved the standards with a few minor modifications. An open hearing was held after approval regarding impact and dissemination. Ongoing work of the task force includes dissemination and use of the standards.

Former ATE President Ann Shelly appointed a second Task Force on Field Experience Standards in 2012. She charged the Task Force on Field Experience Standards for ATE to review and propose revisions for the current “Standards for Field Experiences in Teacher Education” that were approved in 1999. The Delegate Assembly approved the revised standards for Clinical and Field Experiences in Spring 2016. \*[2016 Standards used for WSU Presentation: <http://www.ate1.org/uploads/file/Revised%20ATE%20Field%20Experience%20StandardsII.pdf>]