

The ATE Commission on a Critical Re-examination of the ATE Teacher Educator

Standards Appointed by Rachelle Rogers—ATE President 2022-2023

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In 1992, the Association of Teacher Educators (ATE) initiated a process to identify standards for teacher educators; in 1996, these Standards were approved by the ATE. Since 1996, new Task Forces were formed for the assessment of the Teacher Educator Standards; however, the most recent Task Force charged with this task completed their charge in 2012. Given the impact on education caused by the COVID-19 pandemic and the many ever-evolving changes in education during the past decade, now is the time to answer the call for a critical re-examination of the ATE Teacher Educator Standards.

In the United States, teacher shortages posed major problems before the pandemic closed schools and forced teachers to face unprecedented challenges. Now, more than ever, it is critically important that educators are well prepared for meeting the challenges they face. High quality teacher education programs begin with research-based standards for teaching (Darling Hammond et al., 2017, 2020). The ATE Teacher Educator Standards embody high-quality expectations; however, current times call for us to re-examine these Standards given new knowledge about social, emotional, and cognitive development; culturally responsive pedagogies, and trauma-informed practices, among other emerging sciences of learning.

This Commission will begin by reviewing the ATE Teacher Educator Standards and reading relevant scholarship connected to the impact on teacher education as a result of current sociocultural conditions and 21st-century learning. Members of the Commission will engage in a critical re-examination of the Standards and provide recommendations based upon the analysis and study of the current educational landscape. In addition, the Commission will document the process for re-examining the ATE Teacher Educator Standards as well as the alignment of the Standards with other national education organizations' standards. More specifically, the Commission will draw upon their own knowledge and experiences as well as the knowledge and experiences of scholars within our own ATE membership and other national organizations (AACTE, CAEP, CCSSO, InTASC, NAPDS, NEA, etc.).

The Commission will strategically focus on clearly defined areas and processes for each of the three years: Year One- re-examination; Year Two- re-imagination; Year Three- re-vitalization. Results from the work of Commission should result in the following products:

- A guidebook consisting of a timeline and process for re-examining the ATE Teacher Educator Standards on a regular basis;
- A document providing recommendations for changes to the current ATE Teacher Educator Standards based on an extensive study of the current state of education;
- Any additional resources useful to the re-examination, re-imagination, and re-vitalization of the Teacher Educator Standards.

References:

Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., McIntyre, A., & Zeichner, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons.

Darling-Hammond, L., & Hylar, M. E. (2020). Preparing educators for the time of COVID ... and beyond, *European Journal of Teacher Education*, (43)4, 457-465. DOI: 10.1080/02619768.2020.1816961 To link to this article: <https://doi.org/10.1080/02619768.2020.1816961>

Darling-Hammond, L., Schachner, A., Edgerton, A., Badrinarayan, A., Cardichon, J., Cookson, P. W., Griffith, M., et al. (2020). *Restarting and reinventing school: Learning in the time of COVID and beyond*. Learning Policy Institute. <https://restart-reinvent.learningpolicyinstitute.org/>