District of Columbia Standards
for
Education Preparation Providers

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I. Introduction

This document presents the District of Columbia's standards for organizations and institutions seeking state Education Preparation Provider or subject area program approval. The standards in this document are specifically intended for institutions and organizations which provide alternate routes to educator licensure in the District of Columbia, or DC Institutions of Higher Education operating under special circumstances.

The Standards that follow are an adapted version of the 2007 Professional Standards of the National Council for the Accreditation of Teacher Education (NCATE).

II. Organizational Standards

Organizational Standard 1	
Candidate Knowledge, Skills and Professional Dispositions	
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional and state standards.	
Description	**Indicator**
1a. Pedagogical Content Knowledge and Skills for Teacher Candidates	**Eighty percent or more of the organization's program candidates pass the state's content examinations for licensure prior to program entry.** Teacher candidates: • Know the content that they plan to teach • Can explain important principles and concepts delineated in professional and state standards. • Understand the relationship of content and content- specific pedagogy delineated in professional and state standards. • Have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional and state standards to help all students learn. • Facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. • Are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.
1b. Professional and Pedagogical Knowledge and Skills for Teacher Candidates	Teacher candidates: • Can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. • Have a thorough understanding of and consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. • Know major schools of thought about schooling, teaching, and learning. • Are able to analyze educational research findings and incorporate new information into their practice as appropriate. • Reflect on their practice and are able to identify their strengths and areas of needed improvement. • Engage in professional activities. • Collaborate with members of the professional community to create meaningful learning experiences for all students.

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	• Are aware of current research and policies related to schooling, teaching, learning, and best practices. • Are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

1c. Student Learning for Teacher Candidates	Teacher candidates: • Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. • Focus on student learning. • Are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. • Analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn. • Are aware of and utilize school and community resources that support student learning.
1d. Knowledge and Skills for Other School Professionals	Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. Candidates: • Know their students, families, and communities; • Use data and current research to inform their practices; • Use technology in their practices; • Support student learning through their professional services. • Know and implement state and federal educator quality requirements.
1e. Student Learning for Other School Professionals	Candidates: • Are able to create positive environments for student learning. • Understand and build upon the development levels of students with whom they work; the diversity of students' families and communities; and the policy contexts within which they work.
1f. Professional Dispositions for All Candidates	Candidates: • Demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. • Work with students, families, colleagues and communities reflect these professional dispositions.

Organizational Standard 2
Assessment System and Organization Evaluation

The organization has an assessment system that collects and analyzes data on applicant qualifications, candidate and completer performance, and organization operations to evaluate and improve the performance of candidates, the organization, and its programs.

Description	Indicator
2a. Assessment System	The organization has: • An assessment system that reflects the overall organization's design and vision, and professional and state standards. • A system that includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the organization's operations. • Taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and organization's operations. • Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.
2b. Data Collection, Analysis, and Evaluation	The organization: • Maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, effectiveness of completers, the organization's operations, and program quality. • Uses multiple assessments from internal and external sources, and collects data from applicants, candidates, completers, faculty, and other members of the professional community. Assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and organization's operations. • Maintains records of formal candidate complaints and documentation of their resolution. • Maintains its assessment system through the use of information technologies appropriate to the size of the program and organization/institution.
2c. Use of Data in Organizational Improvement	The organization: • Regularly and systematically uses data, including candidate and completer performance information, to evaluate the efficacy of its courses, programs, and field experiences. • Analyzes program evaluation and performance assessment data to initiate changes in programs and organization operations. • Faculty has access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.

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Organizational Standard 3
Field Experiences

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

Description	Indicator
3a. Collaboration between Organization and LEA/School Partners	The organization's program and its school partners: • Design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. • Jointly determine the specific placement of teachers and interns for other professional roles to provide appropriate learning experiences. • Share expertise to support candidates' learning in field experiences and clinical practice.
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice	Candidates participate in field experiences that: • Facilitate candidates' development as educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, and participate in other educationally-related community events, such as interacting with families of students, attending school board meetings, and assisting teachers or other school professionals. • Analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning. • Reflect the organization's overall design and vision and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. • Engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families and communities. • Allow candidates to participate as teachers or other professional educators, as well as learners in the school setting. • Is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing and/or employed. Field Experience Supervisors • Use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional and state standards. • Provide regular and continuing support for teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email,

	• and the use of other technology. • Are clear and known to all of the involved parties. • Are accomplished professionals who are prepared for their roles as mentors and supervisors. • Have schedules with the capacity to accommodate an intensive mentoring program.
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn	Candidates: • Are assessed using multiple strategies to evaluate their performance and impact on student learning. • Have time for reflection and include feedback from peers and field experience supervisors. • Collect and analyze data on student learning, reflect on their work, and develop strategies for improving learning. • Participate in field experiences that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Field Experience Supervisors, Program and School-Based Staff: • Jointly conduct assessments of candidate performance throughout clinical practice. • Systematically examine results related to P–12 learning, using a process of continuous assessment, reflection, and action directed at supporting P–12 student learning.

Organizational Standard 4
Diversity

The organization designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including P-12 school faculty, candidates, and students in P–12 schools.

Description	Indicator
4a. Design, Implementation, and Evaluation of Curriculum and Experiences	The organization clearly articulates proficiencies related to diversity that candidates are expected to develop. Curriculum and field experiences provide a well-grounded framework for understanding diversity, including instruction of English language learners and students with exceptionalities. Candidates: • Are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. • Connect lessons, instruction, or services to students' experiences and cultures. • Communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. • Incorporate multiple perspectives in the subject matter being taught or services being provided. • Develop a classroom and school climate that values diversity. • Demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.
4b. Experiences Working with Diverse Faculty	Candidates: • Interact with faculty, both male and female, from at least two ethnic/racial groups. • Work with Faculty in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.
4c. Experiences Working with Diverse Candidates	Candidates: • Engage with other male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups.

	• Work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the organization makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.
4d. Experiences Working with Diverse Students in P–12 Schools	Candidates: • Have field experiences that provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. • Also work with English language learners and students with disabilities during some of their field experiences to develop and practice their knowledge, skills, and professional dispositions for working with all students. • Receive feedback from peers and supervisors to help candidates reflect on their ability to help all students learn.

Organizational Standard 5 **Faculty Qualifications, Performance and Development** *Faculty are qualified and model best professional practices, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues. The program systematically evaluates faculty performance and facilitates professional development.*	
Description	**Indicator**
5a. Qualified Faculty	Professional education faculty have expertise that qualifies them for their assignments. Faculty have: • Previous experience with similar educator preparation program instruction and professional development. • Appropriate educational background, relevant licenses or certifications. • Professional teaching experience in a variety of settings. • Professional teaching experience in the setting and content area directly relevant to the subject area for which candidates are being prepared. • Other professional experiences that promote and reward qualities necessary for educators: working successfully with people of wide ranging skills and backgrounds; being well-prepared but also able to improvise and respond; and collaborating with others.
5b. Modeling Best Professional Practices in Teaching	Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty includes: • Helping candidates develop the proficiencies outlined in the state standards. • Guiding candidates in the application of research, theories, and current developments in their fields and in teaching. • Encouraging candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty: • Value candidates' learning and assess candidate performance. • Use a variety of instructional strategies that reflect an understanding of different learning styles. • Integrate diversity and technology throughout their teaching. • Assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.
5c. Modeling Best Professional Practices in Service	Most professional education faculty: • Provide service to the broader community in ways that are consistent with the organization's mission. • Collaborate with the professional world of practice in P–12 schools and with colleagues to improve teaching, candidate learning, and the preparation of educators. • Are actively involved in professional associations or provide community or education-related services.

5d. Organization Evaluation of Professional Education Faculty Performance	The organization conducts: • Systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. • Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.
5f. Organization Facilitation of Professional Development	Based upon needs identified in faculty evaluations, the organization provides opportunities for faculty to develop new knowledge and skills, especially as they relate to emerging practices.

Organizational Standard 6
Organizational Governance and Resources

The organization has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional and state standards.

Description	Indicator
6a. Leadership and Authority	The organization: • Adequately plans, delivers, and operates coherent programs of study. • Effectively manages or coordinates all programs so that candidates are prepared to meet standards. Incorporates multiple perspectives in the subject matter being taught or services being provided. • Produces academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.
6b. Budget	The organization('s): • Budget supports pre-service work essential for preparation of professional educators. • Projected budgets are reasonable, consistent with similar programs, and apply realistic projections for sources and uses of funds. • Budgetary and fiscal operations are consistent with accounting practices. • Has a track record of solid financial performance.
6c. Personnel	The organization('s): • Workload policies allow faculty members to be effectively engaged in teaching, assessment, collaborative work in P–12 schools, and service. • Employees work together on committees and education projects related to education and the content areas. • Provides an adequate number of support personnel so that programs can prepare candidates to meet standards. • Provides adequate resources and opportunities for professional development of faculty.
6d. Facilities	The organization: • Has adequate campus and school facilities to support candidates in meeting standards.
6e. Resources including Technology	The organization('s): • Allocates resources across programs (where applicable) to prepare candidates to meet standards for their fields. • Has adequate information technology resources to support faculty and candidates. • Professional educational faculty and candidates have access

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	both to sufficient and current library and curricular resources and electronic information, including resources available within surrounding community and through partners.