

Members of the Task Forces on Field Experience Standards

Task Force on Field Standards (2012-2015)
Appointed by Ann Shelly

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The first Task Force Field Experiences Standards was appointed in 1995 by Peggy Ishler, then president-elect of the Association of Teacher Educators. 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 were approved 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 at state meetings. 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” approved in 1999. This taskforce has worked to complete this charge over the last three years.

Standards for Field Experiences in Teacher Education

Standard 1. Field experiences occur in sites characterized by school/campus collaboration where there is a commitment to simultaneous review and reform of the pre-K-12 and teacher education for the purpose of better serving students in the schools.

Indicator:

- The goals and mission of the teacher education program and the goals and processes of the field experiences are developed and agreed upon collaboratively by campus based and school based teacher educators and administrators.

Standard 2. Field experiences are assessed using a model that addresses realistic goals and objectives and promotes high expectations. Assessment is ongoing and used for program improvement. The model includes input from those involved in field experiences regarding areas such as: Context/Setting, Placement Process, Collaborative Relationships/Fostering Professionalism, Supervisory Roles, Program Goals, Outcomes for Teacher Candidates, Benefits to PK-12 Students, Resources, Rewards and Accountability, and Compliance with State and Local Policies/Practices

Indicators:

- ☐ Campus and school-based teacher educators work together in developing the field experiences program.
- ☐ Collaboration takes place among school and campus administrators, teacher education faculty, and teachers.
- ☐ The field experiences program is based on knowledge from research, theory and practice.
- ☐ Decisions concerning the field experiences program are made collaboratively.
- ☐ Roles and functions of all parties in the field experiences are clear.
- ☐ Field experiences are designed collaboratively to enhance the education of P-12 students, and benefits to the students are made clear to all stakeholders in the process, including parents.
- ☐ Both campus and school-based teacher educators feel ownership of the field experiences program and work on issues and problems together.
- ☐ Procedures for communication are well articulated, ongoing and consistent.
- ☐ Campus-based teacher educators collaboratively develop and review program evaluations.
- ☐ Regular communication occurs frequently among constituent groups.
- ☐ The program has a procedure for identifying problems which involves campus and school-based teacher educators in addressing the problems.
- ☐ The program conducts collaborative research and applies it to program improvement.

Program Outcomes:

- ☐ Program assessment consistently informs practice.
- ☐ Field experiences programs reflect the best knowledge from research, theory, and practice.
- ☐ Campus and school-based teacher educators standards and expectations for field experiences are consistent for all parties.

Standard 3. The selection, preparation, and assignment of school-based teacher educators is systematic, collaborative, and based on a framework agreed upon by campus-based and school-based educators.

Indicators:

- ☐ Each teacher candidate works under the direct guidance of a school-based teacher educator who is able to serve as professional role model consistent with program goals, mentor, and coach.
- ☐ School-based teacher educators are selected based on experience, quality of instruction, and other relevant criteria developed by campus based and school based educators.
- ☐ School-based teacher educators are collaboratively chosen by campus-based educators and school administrators.
- ☐ Program objectives and assessment are well articulated.
- ☐ School-based teacher educators are provided written guidelines and teacher development opportunities.

Program Outcome:

- ☐ School-based teacher educators are well qualified to work with teacher candidates in field experiences.

Standard 4. The selection, preparation, and assignment of campus-based teacher educators is systematic, collaborative, and based on a framework agreed upon by campus-based and school-based educators.

Indicator:

- Each teacher candidate interacts in a variety of ways with a prepared campus-based educator who is able to serve as a liaison, collaborator, and clinical instructor in the field experience program.

Program Outcomes:

- Campus-based educators are well-versed in knowledge and skills regarding teacher development, supervision, conferencing, and assessment.
- The teacher education program provides guidelines, deadlines, and literature to describe the campus-based educator's job/role.
- School based educators are involved in selection of campus-based educators.
- Campus-based teacher educators are involved in teacher education program development and implementation.
- The teacher education program has procedures for facilitating communication, meetings, workshops, and assistance with problems.

Performance Outcome:

- Campus-based teacher educators are well qualified to work with teacher candidates in field experiences.

Standard 5. Engagement amount teacher candidates, campus-based teacher educators and school-based teacher educators is focused on the teacher candidate's professional growth linked to teaching and learning children and adolescents. Interaction centers around specified areas featured in the teacher education program and course outcomes which should include high standards developed by the program and/or current state and/or national standards (such as interstate new teacher and support consortium standards).

Indicators:

- All field experience participants demonstrate pedagogical and content knowledge, skills, and dispositions that are congruent with teacher education

program outcomes.

- Field experience interaction is aligned with specific teacher education program outcomes.
- The focus of demonstrations of professional learning match program goals.
- Field experiences are aligned to meet programmatic and/or national/state standards.

Program Outcome:

- The teacher candidate participates in field experiences focused on demonstrations of professional growth in relation to specific teacher education program outcomes.

Performance Outcomes:

- The teacher candidate supports practice with theory and research.
- The teacher candidate reflects on teaching.
- The teacher candidate makes sound educational decisions.
- The teacher candidate articulates the connections and/or disconnections between the teacher education program outcomes and practices in the field.
- The teacher candidate demonstrates increased professional learning in areas outlined above.

Standard 6. Teacher candidates receive verbal and written feedback on a continuous formative and summative basis regarding progress in demonstrating professional learning in relation to explicitly stated program and course outcomes agreed upon by campus-based and school-based educators.

Indicators:

- The program provides resources for giving feedback to teacher candidates.
- The program has systematic procedures for assessing the readiness of teacher candidates to progress in the program and to enter the teaching profession.
- The experience is designed with regularly scheduled times for conferences among the teacher candidate, school-based teacher educator, and campus-based teacher educator.
- Performance-based feedback and assessment procedures incorporate multiple procedures such as professional portfolios, self-assessment, and peer-

assessment.

- Teacher candidates are aware of the field experience expectations.
- Teacher candidates develop the knowledge, skills, and attitudes in each field experience needed to be successful at the next level of field experiences and to be a competent teacher.

Program Outcomes:

- Teacher candidates are provided feedback for improving practice.
- Assessment and decisions about progression in the teacher education program and entry to the profession are shared functions between the campus and school-based teacher educators.

Performance Outcomes:

- Teacher candidates use feedback on practice to make changes to increase student learning.
- Teacher candidates assess their own teaching on a regular basis.

Standard 7. Teacher candidates, school-based teacher educators, and campus-based teacher educators interact on a regular basis about issues, best practice, and research related to schooling teaching and learning through frequent on-site observations and conferences, cross-site interactions, and use of interactive, electronic communication networks which link school, campus, and home locations.

Indicators:

- Teacher candidates, school-based teacher educators, and campus-based teacher educators communicate with each other in some way at least once a week.
- Quality interaction among teacher candidates, school-based teacher educators, and campus-based teacher educators facilitates a professional learning community.

Program Outcomes:

- Teacher candidates and school-based and campus-based teacher educators experience satisfaction with their interactions.
- Create safe and supportive environment for constructive criticism and reflection.
- Teacher candidates are part of an ongoing dialogue about teaching focused on

- important aspects of teaching and learning.
- Problems are resolved in a timely manner.
- Communication problems decrease.

Performance Outcomes:

- Teacher candidates demonstrate increased self-confidence and skills in communication.
- Teacher candidates understand that teaching is complex and demonstrate an ability to reflect on educational issues and apply good decision making skills.

Standard 8. Field experiences incorporate opportunities for ongoing reflection on and analysis of teaching and learning, conditions of schooling, and student development in light of teacher education program goals agreed upon by campus-based and school-based educators.

Indicators:

- Teacher candidates routinely are required to reflect on their field experiences.
- Campus and school-based teacher educators pose critical thinking questions about the nature of teaching, learning, and schooling to teacher candidates.
- Tools for reflection, such as journals and portfolios, are a part of field experiences.
- Teacher candidates analyze teaching in terms of why as well as how.

Program Outcomes:

- Teacher candidates understand teaching as complex.
- Teacher candidates view teaching as ongoing decision-making rather than a prescriptive activity.
- Teacher candidates achieve praxis.

Performance Outcomes:

- Teacher candidates discuss the complexities of the teaching role in meeting the challenges of the classroom.
- Teacher candidates demonstrate an ability to be an effective decision maker using data regarding students, school context, goals, and available knowledge.

Standard 9. Field experiences occur in a context and in a sequence consistent with the goals and mission of the teacher education program.

Indicators:

- ☐ Campus and school-based teacher educators hold compatible views and philosophies about teaching and learning.
- ☐ The content of campus-based education is modeled in school-based field experiences.
- ☐ What is changing in schools is studied in teacher education.
- ☐ The teacher education program has varied field experiences designed to meet varied and sequential goals of the teacher education program.
- ☐ Field experiences are sequential and cumulative and based on models of professional development.
- ☐ The scope and sequence of field experiences is highly related to the developmental stages of the teacher candidates.

Program Outcomes:

- ☐ Field placements meet different goals of the teacher education program.
- ☐ Field experiences are sequenced to meet the developmental needs of teacher candidates.

Performance Outcomes:

- ☐ Teacher candidates relate theory and practice to instructional decision-making.

Section 10. Field experiences occur in contexts that welcome teacher candidates with a warm, supportive environment.

Indicators:

- ☐ Teacher candidates feel comfortable in the schools in which they are placed.
- ☐ Stakeholders are aware of benefits to P-12 students resulting from having teacher candidates in their classrooms.
- ☐ Administrators, teachers, students, and parents in the school setting want and support teacher candidates in their schools and classrooms.

Program Outcome:

- ☐ Teacher candidates are able to learn more from field experiences because their

personal standing in the school is clear, and they feel welcome.

Performance Outcome:

- Teacher candidates participate in the life of the school as a member of a learning community.

Standard 11. Field experiences occur with diverse student populations and in diverse settings.

Indicators:

- Teacher candidates have extended field experiences with diverse school populations including students of different age levels, diverse racial and ethnic groups, diverse socioeconomic backgrounds, and diverse special needs.
- The teacher education program has a systematic way of providing diverse placements for teacher candidates.
- Teacher candidates have field experiences in schools with diverse administrative, curricular, and structural features.

Program Outcome:

- Teacher candidates have opportunities to work with different students and in different school structures.

Performance Outcomes:

- The teacher candidate plans instruction that addresses the needs and interests of diverse students.
- The teacher education candidate works effectively in a variety of settings with diverse students.

Standard 12. Field experience programs receive adequate resources including financial support for the administration and implementation of quality field experiences.

Indicators:

- ☐ Field experiences programs are able to meet the standards above as shown by the indicators above.
- ☐ Administration of field experiences is a school based and a campus based activity and includes teacher educators and/or administrators from both contexts.
- ☐ A person or group of persons is designated and compensated for handling logistical responsibilities of the field experience program including teacher candidate clearance; procurement and placement of teacher candidates in field assignments; development of field experience guidelines, handbooks, etc.; arranging seminars and meetings that include large groups of teacher candidates; and developing and implementing assessment and research procedures.
- ☐ School based and campus based teacher educators take responsibility for providing resources.

