



ASSOCIATION OF TEACHER EDUCATORS

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To All Concerned with Quality in Teacher Preparation:

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The National Council on Teacher Quality report, *Student Teaching in the United States*, cites the Association of Teacher Educators (ATE) field experience standards that do not accurately reflect the actual standards developed by ATE and have been in existence for over a decade. The ATE document, *The Standards for Field Experiences in Teacher Education*, which can be found on the ATE web site at <http://www.ATE1.org>, has a strong research base and heavily involved both university and school-based educators in the development process. Standards include the following:

1. Field Experiences occur in sites characterized by school/campus collaboration where there is a commitment to simultaneous review and reform of PreK-12 and teacher education for the purpose of better serving students in the schools.
2. Field experiences are assessed using a model that addresses realistic goals and objectives and promotes high expectations. Assessment is on-going and used for program improvement. The model includes input from those involved in field experiences.
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.
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.
5. The focus of interaction among teacher candidates, campus-based teacher educators and school-based teacher educators is on the teacher candidate's professional learning focusing on the teacher and learning of children and youth.
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.

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 communication networks which link school, campus, and home locations.
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.
9. Field experiences occur in a context and in a sequence consistent with the goals and mission of the teacher education program.
10. Field experiences occur in contexts that welcome teacher candidates with a warm, supportive environment.
11. Field experiences occur with diverse student populations and in diverse settings.
12. Field experience programs receive adequate resources including financial support for the administration and implementation of quality field experiences.

Each of the standards lists indicators which can be used to evaluate field experiences within teacher education programs.

The standards described in *The Standards for Field Experiences in Teacher Education* meet or exceed the standards created by NCTQ. The misrepresentation of ATE's standards for field experiences discredits the information reported in *Student Teaching in the United States* and calls into question the accuracy of the report in total.

If you have questions about *The Standards for Field Experiences in Teacher Education*, please contact the Association of Teacher Educators (<http://www.ATE1.org>).