

APPENDIX:

Standards for Field Experiences in Teacher Education (Association of Teacher Educators, 1999)

- I. Field experiences occur in sites characterized by school/campus collaboration where there is a commitment to simultaneous review and reform of pre-K-12 and teacher education for the purpose of better serving students in the schools.
- II. Field experiences are assessed using a model of authentic assessment. The model addresses realistic goals and objectives and promotes high expectations. The model includes input from those involved in field experiences regarding areas such as:
 - Content Planning
 - Placement Process
 - Collaborative Relationships
 - Supervisory Roles
 - Program Goals
 - Outcomes for Teacher Candidates
 - Benefits of P-12 Students
 - Resources
 - Rewards and Accountability
 - Compliance with State and Local Policies/Practices
- III. The selection and preparation of school-based teacher educators is systematic and collaborative.
- IV. The selection, preparation, and assignment of campus-based teacher educators is systematic and collaborative.
- V. The focus of interactions among teacher candidates, campus-based teacher educators, and school-based teacher educators is on the teacher candidate's professional learning in each of the specific areas featured in the teacher education program and course outcomes including:
 - Theory-Practice Relationships in Diverse Contexts
 - Excellence and Equity in Student Learning
 - Cognitive, Affective, and Cross-Curricular Dimensions of Learning
 - Instructional, Collegial, Organizational, and Community Dimensions of Learning
 - The Role of Schooling and the Responsibilities of Educators in a Pluralistic, Democratic Society and a Global World
 - Self-Directed Lifelong Learning
 - Effective Instructional Use of Technology
- VI. 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.
- VII. Teacher candidates, school-based teacher educators, and campus-based teacher educators interact on a regular basis about issues, best practice, and learning through frequent on-site observations and conferences, cross-site interactions, and use of interactive, electronic communication networks which link schools, campus, and home locations.

- VIII. 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.
- IX. Field experiences occur in a context and in a sequence that is consistent with the goals and mission of the teacher education program.
- X. Field experiences occur in context that welcome students with a warm, supportive environment.
- XI. Field experiences occur with diverse student populations and in diverse settings.
- XII. Field experience programs receive adequate financial support for the administration and implementation of quality field experiences.