

Addendum *Professional Standards for Accreditation*

1. Changes to Standard 1: Candidate Knowledge, Skills and Dispositions (p. 6)

The NCATE Executive Board adopted the following additions to the rubrics to Standard 1 at its May 2003 meeting. Under the rubric for *Content Knowledge* the rubrics will now include an additional sentence for each proficiency level for the element on content knowledge for teacher candidates and for the element on content knowledge for other professional school personnel.

CONTENT KNOWLEDGE

Content Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)		
Unacceptable	Acceptable	Target
<p>Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.</p>	<p>Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.</p>	<p>Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the academic content area examinations in states that require such examinations for licensure.</p>
Content Knowledge for Other Professional School Personnel		
<p>Candidates for other professional school roles have an inadequate understanding of their field and cannot give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the content examinations in states that require such examinations for licensure.</p>	<p>Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require such examinations for licensure.</p>	<p>Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis. All program completers pass the content examinations in states that require such examinations for licensure.</p>

2. Changes to Standard 6: Unit Governances and Resources (p. 38)

Under the rubric for *Unit Budget* the paragraph under “Acceptable” should appear under “Target,” and the paragraph under “Target” should appear under “Acceptable.”

UNIT BUDGET

ACCEPTABLE

The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

TARGET

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.