



**Commission on Teacher Credentialing (CTC)  
and  
National Council on Teacher Education (NCATE)**

**Standards Crosswalk**

**October 2007  
Updated January 2009**

<b>NCATE Unit Standards (2006)</b>	<b>California's Common Standards (2008)</b>
<p><b>Standard 1: Candidate Knowledge, Skills, and Professional Dispositions</b> Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p> <p>1a. Content Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1b. Content Knowledge for Other Professional School Personnel</p> <p>1c. Pedagogical Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1d. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1e. Professional Knowledge and Skills for Other School Personnel</p> <p>1f. Dispositions for All Candidates</p> <p>1g. Student Learning for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1h. Student Learning for Other Professional School Professionals</p>	<p><b>Standard 5: Admissions</b></p> <p>5.1 In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements.</p> <p>5.2 Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.</p> <p>5.3 <i>The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</i></p> <p><b>Standard 9: Assessment of Candidate Competence</b></p> <p>9.1 Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards.</p> <p>9.2 Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the appropriate program standards.</p> <p><b>[Here is where your program standards link into the process]</b></p>
<p><b>Standard 2: Assessment System and Unit Evaluation</b> The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit, and its programs.</p> <p>2a. Assessment System</p> <p>2b. Data Collection, Analysis, and Evaluation</p> <p>2c. Use of Data for Program Improvement</p>	<p><b>Standard 2: Unit and Program Evaluation System</b></p> <p>2.1 <i>The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.</i></p> <p>2.2 The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations.</p> <p>2.3 <i>Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</i></p> <p><b>Standard 6: Advice and Assistance</b></p> <p>6.4 Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>

NCATE Unit Standards (2006)	California's Common Standards (2008)
<p><b>Standard 3: Field Experiences and Clinical Practice</b> The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.</p> <p>3a. Collaboration between Unit and School Partners</p> <p>3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</p> <p>3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn</p>	<p><b>Standard 7: Field Experiences and Clinical Practice</b></p> <p><i>7.1 The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards.</i></p> <p><i>7.2 For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel.</i></p> <p><b>Standard 8: District Employed Supervisors</b></p> <p><i>8.1 District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i></p> <p><i>8.2 A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.</i></p> <p><i>8.3 Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</i></p>

<b>NCATE Unit Standards (2006)</b>	<b>California's Common Standards (2008)</b>
<p><b>Standard 4: Diversity</b> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.</p> <p>4a. Design, Implementation, and Evaluation of Curriculum and Experiences</p> <p>4b. Experiences Working with Diverse Faculty</p> <p>4c. Experiences Working with Diverse Candidates</p> <p>4d. Experiences Working with Diverse Students in P-12 Schools</p>	<p><b>Standard 4: Faculty and Instructional Personnel</b></p> <p>4.3 They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity.</p> <p><b>Standard 5: Admissions</b></p> <p>5.2 Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.</p> <p>5.3 <i>The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</i></p> <p><b>Standard 7: Field Experiences and Clinical Practice</b></p> <p>7.3 <i>Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</i></p>
<p><b>Standard 5: Faculty Qualifications, Performance, and Development</b> Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</p> <p>5a. Qualified Faculty</p> <p>5b. Modeling Best Professional Practices in Teaching</p> <p>5c. Modeling Best Professional Practices in Scholarship</p> <p>5d. Modeling Best Professional Practices in Service</p> <p>5e. Collaboration</p> <p>5f. Unit Evaluation of Professional Education Faculty Performance</p> <p>5g. Unit Facilitation of Professional Development</p>	<p><b>Standard 4: Faculty and Instructional Personnel</b></p> <p>4.1 <i>Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program.</i></p> <p>4.2 <i>Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.</i></p> <p>4.4 <i>They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</i></p> <p>4.5 <i>They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.</i></p> <p>4.6 <i>The institution provides support for faculty development.</i></p> <p>4.7 <i>The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.</i></p> <p><b>Standard 8: District Employed Supervisors</b></p> <p>8.1 <i>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i></p> <p>8.3 <i>Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</i></p>

NCATE Unit Standards (2006)	California's Common Standards (2008)
<p><b>Standard 6: Unit Governance and Resources</b> The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.</p> <p>6a. Unit Leadership and Authority 6b. Unit Budget 6c. Personnel 6d. Unit Facilities 6e. Unit Resources including Technology</p>	<p><b>Standard 1: Educational Leadership</b></p> <p>1.1 The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability.</p> <p>1.2 <i>The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.</i></p> <p>1.3 <i>Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.</i></p> <p><b>Standard 3: Resources</b></p> <p>3.1 The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.</p> <p>3.2 Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management.</p> <p>3.3 Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs.</p> <p>3.4 A process that is inclusive of all programs is in place to determine resource needs.</p>

**After a careful review of both sets of standards, the Committee on Accreditation (COA) determined that a California institution that addresses the adopted NCATE Unit Standards (2006) has adequately addressed California's Common Standards (2008) except for the four statements below. The following Common Standards (2008) are not adequately addressed by the NCATE Unit Standards (2006) and must be addressed by all California institutions responding to the NCATE Unit Standards.**

**Standard 1: Standard 1: Educational Leadership**

- 1.5 The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

**Standard 6: Advice and Assistance**

- 6.1 *Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.*
- 6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements.
- 6.3 *The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.*

If you have questions about this CTC/NCATE Crosswalk, please contact Teri Clark ([tclark@ctc.ca.gov](mailto:tclark@ctc.ca.gov)).