

Graduate School of Education

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Graduate School
of Education
PORTLAND STATE UNIVERSITY

Teacher Education/Colleges of Education Informational Hearing

May 22, 2013

8:30am-10:00am

Oregon State Capitol, Hearing Room D

Preparing Teacher Candidates to Meet the Needs of Diverse Learners including TAG, Special Education, and ESOL

Presented by Dr. Randy Hitz, Dean, PSU Graduate School of Education

Teacher preparation programs are highly regulated by the Oregon Teacher Standards and Practices Commission (TSPC) and by our national accrediting body, the National Council for the Accreditation of Teacher Education (NCATE). TSPC standards are based on NCATE standards and the recommended standards of the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC).

The most relevant portion of NCATE Standards is standard 4a, which includes the following elements:

Design, implementation, & evaluation of curriculum and experiences

- Candidate proficiencies related to diversity are articulated by the unit.
- Candidates understand diversity, including English language learners (ELL) & students with exceptionalities.
- Candidates develop & teach lessons that incorporate diversity.
- Candidates connect instruction & services to students' experiences & cultures.
- Candidates demonstrate sensitivity to cultural & gender differences.
- Candidates incorporate multiple perspectives in their instruction.
- Candidates develop classroom/school climates that value diversity.
- Candidates understand teaching & learning styles & can adapt instruction.
- Candidates demonstrate dispositions valuing fairness & learning by all.
- Assessments provide data on candidate ability to help students from diverse populations learn.
- Assessment data are used for feedback to candidates.

The first three InTASC standards are relevant to this discussion. Following is a brief summary of each.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.