

**GUIDELINES FOR COMPLETING THE
REQUIRED TABLES IN THE INSTITUTIONAL REPORT
National Council for Accreditation of Teacher Education
July 5, 2008 DRAFT**

General

NCATE expects a professional education unit to have 2-3 years of data available for review by the Board of Examiners (BOE) team at the time of the visit. The goal is that units continue to systematically and regularly collect, compile, aggregate, disaggregate, summarize, and analyze data on candidate performance. However, data reported in the institutional report (IR) should be for a recent 12-month period. The team will be able to determine during the on-site review that the unit has been collecting data regularly and systematically for the past 2-3 years and using that data as appropriate. The following general guidelines should be used to complete the required tables in the IR:

- Data in tables should reflect data from the most recent academic year, calendar year, or other institutional reporting period equivalent to one year.
- Data should be reported for a 12-month period. The data period should be indicated in the table title or the narrative for the standard element to which the table is attached.
- The institution's own tables may be substituted for Tables 1 and 6 to reflect the institution's unique characteristics.
- Tables are included as prompts in the online IR for the appropriate standard element. They are not counted in the characters available for writing the narrative for the element.
- The unit has the option of attaching additional tables in the online IR to provide **key evidence** for a standard element.
- The meaning of the data provided in a table must be discussed in the prompt that follows the table.

Table 1 - Professional Education Faculty

The information in this table will help the team understand how many faculty members are involved in the preparation of teachers and other school professionals by academic rank. If the institution uses different titles for academic rank than those listed in the far left column, substitute a table with the institution's titles. Numbers should be reported for each of the following:

- Full-time faculty in the unit: These faculty members are employed full-time at the institution with full-time appointments or assignments in the professional education unit.
- Full-time faculty in the institution & part-time in the unit: These faculty members are employed full-time at the institution, but have appointments or assignments in the education unit and another unit such as arts & sciences or music.
- Part-time faculty in the institution: These faculty members are employed part-time at the institution with appointments or assignments in the education unit. Many institutions call these individuals adjunct faculty.

- Graduate teaching assistants: This number indicates the number of graduate assistants who teach professional education courses or supervise student teachers or interns.

Table 2 - Initial Teacher Preparation Programs and Their Review Status

This table provides the BOE team an overview of the programs offered by the institution to prepare teachers for their first teaching license (i.e., initial teacher preparation). It also indicates the degree or non-degree level (e.g., baccalaureate, post-baccalaureate, or master’s) at which the program is offered and whether the program has been approved by the state, has been submitted for national program review by NCATE, and the status of that national review. The column, “Number of Candidates Enrolled or Admitted,” should reflect the data most readily available to the unit; it may be either enrollment or admission data.

The following example of Table 2 provides several completed rows for your reference.

**Table 2
Initial Teacher Preparation* Programs and Their Review Status**

Program Name	Award Level (e.g., Bachelor’s or Master’s)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for Review (Yes/No)	State Approval Status (e.g., approved or provisional)	National Recognition Status by NCATE**
Elementary Education	Bachelor’s	300	ACEI	Yes	Approved	Nationally Recognized
ESL	Post-Bacc	30	TESOL	Yes	Approved	Recognized with Conditions
Mathematics Education	Post-Bacc	17	NCTM	Yes	Approved	Revised report submitted
French Education	Bachelor’s	4	ACTFL	Yes	Approved	Not Recognized
Music Education	Bachelor’s	8	NASM	NA***	Approved	NA
Spanish Education	Bachelor’s	12	ACTFL	Yes	Approved	In Process
Vocational Education	Bachelor’s	15	State	Yes	Approved	NA

*NCATE’s definition of initial teacher preparation differs with the definitions used by some states. For NCATE reviews, use NCATE’s definition in the glossary of the standards book.

**Responses in this column include: nationally recognized, recognized with conditions, not recognized, in process, revised report submitted, and not applicable (NA).

***NA = Not Applicable.

Table 3 - Advanced Preparation Programs and Their Review Status

This table provides the BOE team an overview of the programs offered by the institution to prepare licensed teachers at the graduate level and other school professionals. It also indicates the degree or non-degree level (e.g., post-baccalaureate, master’s, or doctorate) at which the program is offered and whether the program has been approved by the state, has been submitted

for national program review by NCATE, and the status of that national review. The column, “Number of Candidates Enrolled or Admitted,” should reflect the data most readily available to the unit; it may be either enrollment or admission data.

The following example of Table 3 provides several completed rows for your reference.

**Table 3
Advanced Preparation* Programs and Their Review Status**

Program Name	Award Level (e.g., Master’s or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for Review (Yes/No)	State Approval Status (e.g., approved or provisional)	National Recognition Status by NCATE**
Curriculum & Instruction	Master’s	54	NA***	No	NA	NA
Educational Leadership	Specialist & Doctorate	11	ELCC	Yes	Approved	Nationally Recognized
Elementary Education	Master’s	23	ACEI	Yes	NA	Recognized with Conditions
School Counseling	Post-Master’s	10	CACREP	NA	Approved	NA
School Library Media	Master’s	8	ALA	Yes	Approved	Not Recognized
School Psychology	Specialist	6	NASP	Yes	Approved	In Process

*NCATE’s definition of initial teacher preparation differs with the definitions used by some states. For NCATE reviews, use NCATE’s definition in the glossary of the standards book.

**Responses in this column include: nationally recognized, recognized with conditions, not recognized, in process, revised report submitted, and not applicable (NA).

***NA = Not Applicable.

Table 4 - Pass Rates on Content Tests for Initial Teacher Preparation for Period _____

This table summarizes the number of completers of initial teacher preparation programs who took the state licensure test and their pass rates over the past year or aggregated over the past three years. Each initial teacher preparation program with a state licensure test should be listed in the far left column. In the first row of the table, the overall pass rate across all initial teacher preparation programs with licensure tests **must** be reported. It should be calculated by dividing the total number of completers who passed a test by the total number who took the test.

- NCATE uses the same definition of completers that an institution uses when it submits data to the state as required for Title II.
- If completers took more than one test (e.g., mathematics and science), they should be counted for each test they took.
- When completers have taken the test more than once, the results of performance on the most recent test can override the earlier score.

- If fewer than 10 completers took the test over the past year, the number of completers and percentage passing the test over the past three years should be recorded.
- The unit may report test score data in this table for the most recent year or aggregate the data over the past three years. Either may be reported, but the period for each program should be presented in the discussion of the data in Prompt 1a3.

The following example of Table 4 provides several completed rows for your reference.

Table 4
Pass Rates on Content Tests for Initial Teacher Preparation
For Period __2007-2008

Program	# of Test Takers	% Passing at State Cut Score
Overall Pass Rate for the Unit (across all initial teacher preparation programs)	72	95%
Elementary Education	33	94%
Secondary English	7	100%
Secondary Social Studies	12	92%

Table 5 - Pass Rates on Content Tests for Advanced Preparation for Period _____

This table summarizes the number of completers of advanced programs who took the state licensure test and their pass rates over the past year or aggregated over the past three years. Each advanced program with a state licensure test should be listed in the far left column. In the first row of the table, the overall pass rate across all advanced program with licensure tests must be reported. It should be calculated by dividing the total number of completers who passed the test by the total number who took the test.

- NCATE accepts the same definition of completers that an institution uses when it submits data to the state as required for Title II.
- If completers took more than one test (e.g., reading specialist and school psychology), they should be counted for each test they took.
- When completers have taken the test more than once, the results of performance on the most recent test can override the earlier score.
- If fewer than 10 completers took the test over the past year, the number of completers over the past three years should be recorded.
- The unit may report test score data in this table for the most recent year or aggregate the data over the past three years. Either may be reported, but the period for each program should be presented in the discussion of the data in Prompt 1e3.

The following example of Table 5 provides several completed rows for your reference.

Table 5
Pass Rates on Content Tests for Other School Professionals
For Period 2007-2008

Program	# of Test Takers	% Passing at State Cut Score
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	24	96%
Educational Leadership	12	100%
School Counseling	7	88%
School Psychology	3	100%

Table 6 - Unit Assessment System: Transition Point Assessments

In this table, the unit should summarize the key assessments used at each major transition point in a candidate's program.

- If transition points are different from those listed across the top of the table, the unit may attach a substitute table with different transition points.
- Programs with the same key assessments should be grouped together (e.g., secondary education or P-12 education).
- *Key assessments* are ones that all candidates in a program must complete before moving to the next stage of a program, and may be the same assessments included in the program review process.

The following example of Table 6 provides several completed rows for your reference.

Table 6
Unit Assessment System: Transition Point Assessments

	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Initial Teacher Preparation Programs					
Early Childhood & Elementary Education-Bachelor's	2.7 GPA, Praxis I, Faculty Recommendations, Writing Sample	Praxis II, Professional Dispositions Assessment	Student Teaching Final Evaluation, Teacher Work Sample, Professional Dispositions Assessment	2.7 GPA, World Language Requirement	Follow-up Surveys of Graduates 1 & 3 Years after Program Completion, Focus Groups with Local Employers Annually
Elementary-MAT					
Secondary-Bachelor's					
Advanced Teaching Programs					
Elementary Ed.					

Special Ed.					
Advanced Programs for Other School Professionals					
Ed. Leadership					
School Library Science					
School Psychology					

Table 7 - Field Experiences and Clinical Practice by Program

Table 7 provides a summary of programs' requirements for field experiences and clinical practice.

- Programs with the same requirements for field experiences and clinical practice should be grouped together (e.g., secondary education or P-12 education).
- If the requirements differ for programs at different degree/non-degree levels (e.g., bachelor's, post-baccalaureate, or master's), make a separate entry for the program at each level.
- Each cell should indicate the number and nature of **required** field experiences or clinical practice and the total number of **required** hours in each. See the following example for suggested presentation.

**Table 7
Field Experiences and Clinical Practice by Program**

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Art, Music, & Physical Education, preK-12 (BA/BS, Initial)	Three practicum experiences, minimum 15 hours each in elementary, middle, and high school; direct VSA Art and two art festival nights for local schools; total 45-50 hours	Two 8-week, full-time student teaching placements in two settings: elementary, middle, and/or high school; total 560 hours	605-610
Early Childhood	Three practicum experiences of 35 hours each in infant care, preschool, and primary settings.	One 10-week, full-time student teaching placement in a preschool or primary school setting; total 350 hours	455

Table 8 - Faculty Demographics

This table provides basic diversity data about the professional education faculty. The data requested are limited to the data that an institution would normally collect and report to federal agencies (i.e., race/ethnicity and gender), using U.S. Census categories. The unit should discuss diversity beyond these two categories in its IR narrative for this element.

- If all professional education faculty members teach at both the initial teacher preparation and advanced preparation levels, the second and third columns of the table may be collapsed into one column. Please indicate that you have collapsed the two in Prompt 4b3 when you discuss the data.
- If the total number of professional education faculty does not equal the number in Table 1, the unit should explain the difference in Prompt 4b3.

- Professional education faculty includes full-time and part-time faculty, including adjuncts and graduate assistants who teach courses or supervise clinical practice.
- Each cell should include the *n* or number of faculty and the percentage in parentheses after the number.

The following example of Table 8 provides several completed rows for your reference.

**Table 8
Faculty Demographics**

	Prof. Ed. Faculty in Initial Teacher Preparation Programs*		Prof. Ed. Faculty in Advanced Programs*		All Faculty in the Institution		School-based Faculty Who Supervise Clinical Practice	
	n	%	n	%	n	%	n	%
American Indian or Alaska Native	1	1.1%	0	0%	14	0.6%	3	0.7%
Asian	5	5.3%	4	7.8%	123	5.4%	11	2.6%
Black or African American	8	8.5%	6	11.8%	206	9.0%	84	19.9%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	5	0.2%	0	0%
Hispanic or Latino	6	6.4%	4	7.8%	77	3.4%	37	8.8%
White	71	75.6%	36	70.6%	1,789	78.0%	248	58.8%
Two or more races	3	3.2%	1	2.0%	30	1.3%	7	1.7%
Race/ethnicity unknown	0	0%	0	0%	49	2.1%	32	7.6%
Total	94		51		2,293		422	
Female	52	55.3%	21	41.2%	1,445	63%	337	80%
Male	42	44.7%	30	58.8%	848	37%	85	20%
Total	94		51		2,293		422	

*Faculty may be counted in both initial teacher preparation and advanced programs if they teach at both levels.

Table 9 - Candidate Demographics

Table 9 provides basic diversity data about candidates in initial teacher preparation and advanced preparation programs. Again, the data requested are limited to the data that an institution would normally collect and report to federal agencies, using the U.S. Census categories. These include race/ethnicity and gender. Other diversity such as socioeconomic status as determined by financial aid should be discussed in the IR narrative for this element.

- Each cell should include the *n* or number of candidates and the percentage in parentheses after the number.
- The percentage of the population in the institution's service area should be reported in the fifth column to provide the team the diversity context in the area from which the

institution draws its students. The service area may be state, specific counties in a state, a religious denomination, etc. If a fairly large number of students come from an area or city outside of the institution’s service area, the diversity of that area should be discussed in the narrative for this element.

The following example of Table 9 provides several completed rows for your reference.

**Table 9
Candidate Demographics**

	Candidates in Initial Teacher Preparation Programs		Candidates in Advanced Preparation Programs		All Students in the Institution		Diversity of Geographical Area Served by Institution
	n	%	n	%	n	%	%
American Indian or Alaska Native	2	0.1%	0	0	14	0.2	0.5%
Asian	12	0.8%	5	1.3	93	1.1	0.9%
Black or African American	10	0.7%	5	1.3	539	6.2	0.8%
Native Hawaiian or Other Pacific Islander	0	0%	0	0	0	0	0%
Hispanic or Latino	23	1.6%	3	0.8	195	2.2	1.4%
White	1309	91.5%	365	93.6	7145	81.7	96.0%
Two or more races	0	0%	0	0	0	0	0.3%
Race/ethnicity unknown	75	5.2%	12	3.1	779	8.9%	0.1%
Total	1431		390		8745		
Female	1056	73.8%	313	80.3%	5224	59.7%	
Male	375	26.2%	77	19.7%	3521	40.3%	
Total	1431		390		8745		

Table 10 - Demographics on Sites for Clinical Practice in Initial and Advanced Programs

This table provides data on the diversity of the P-12 students in the schools in which candidates do their clinical practice (i.e., student teaching or internship). The diversity categories that should be reported include race/ethnicity, gender, socioeconomic status, students with disabilities, and English language learners in these schools. Data on these diversity categories are usually available on the websites of schools and school districts.

- In the first column, list each school in which candidates have done student teaching or an internship in the past year.
- Report in each cell the percentage of students in each ethnic or racial group listed in the tables’ heading row. Report in the furthest three right columns school by school the percentage of students receiving free or reduced lunch, the percentage of students who are English language learners, and the percentage of students with disabilities.

- Schools used for field experiences may be reported as well to make the case that candidates are working in schools with diverse populations.

The following example of Table 10 provides several completed rows for your reference.

**Table 10
Demographics on Sites for Clinical Practice* in Initial and Advanced Programs**

Name of school	American Indian or Alaskan Native	Asian	Black, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic	White, non-Hispanic	Other	Race / ethnicity unknown	Students receiving free/reduced price lunch (student socio-economic status)	English Language Learners	Students with Disabilities
Jackson Elementary	0%	2.2%	1.1%	0%	2.2%	94.5%	0%		10%	1.2%	5.2%
Marshall Elementary	0%	1.7%	0.8%	0%	2.0%	95.5%	0%		12%	1.5%	7.1%
Francis Scott Key Middle Sch.	0.2%	1.7%	5.7%	0%	11.2%	81.2%	0%		25%	10.0%	9.3%
Caesar Chavez Elementary	0%	3.7%	32.8%	0%	58.7%	4.9%	0%		84%	43.8%	13.2%
Middletown High School	0.7%	1.3%	5.2%	0%	11.0%	81.8%	0%		16%	8.4%	6.2%

*Schools used for field experiences may be reported as well to make the case that candidates are working in schools with diverse populations.

Table 11 - Faculty Qualification Summary

This table should provide a summary of the qualifications of each professional education faculty member that address their teaching and other assignments. If the unit submitted its programs for national review by NCATE, this information has already been compiled program by program. NCATE has pulled these program summaries of qualifications into a document that can be updated with the most current faculty data. Faculty in programs that were not submitted for national review must be added to the overall summary.

Information about professional education faculty can be added and edited in NCATE’s Accreditation Information Management System (AIMS). When the institution record is opened in AIMS, select “Manage Faculty Information” from the left-hand menu to see a list of faculty already in the system. You may edit an existing record or add a new faculty member. The following information about a faculty member should be entered:

- The first row requires the name of the faculty member.
- In the second row, “Highest Degree, Field, & University,” a response would be: PhD in Curriculum & Instruction, University of Nebraska.

- Examples of responses for the third row, “Assignment: Indicate the Role of the Faculty Member,” are: faculty, clinical supervisor, department chair, or administrator.
- “Faculty Rank” (row 4) could be: professor, associate professor, assistant professor, adjunct professor, instructor, etc.
- The checkbox in the fifth row should be checked if the faculty member is in a tenure track.
- The sixth row, “Scholarship, Leadership in Professional Associations, and Service,” requires entries of up to three major contributions in the past three years.

Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution’s and unit’s mission.

Three major contributions for the sixth row could include: officer of a state or national association, article published in a specific journal, an evaluation of a local school program, etc.
- The seventh row should include a brief description of the faculty member’s recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS), indicating the discipline and grade level of the assignment(s). Current P-12 licensure or certification(s), if any, should also be listed.

The following example of entries for Table 11 provides completed rows for your reference.

Faculty Member Name	Michele M. Clarke
Highest Degree, Field, & University	Ed.D., Early Childhood Education, University of Maryland at College Park
Assignment: Indicate the role of the faculty member	-Teaches 3 early childhood education courses -Supervises student teachers
Faculty Rank	Associate Professor
Tenure Track	✓ (Yes)
Scholarship, Leadership in Professional Associations, and Service. List up to 3 major contributions in the past 3 years.	1. Published textbook, Early Childhood Methods: Supporting Student Learning, with Merrill/Pearson in 2008. 2. Published article, “Integrating Multicultural Content into Preschool Curriculum,” in NAME’s journal, Multicultural Perspectives. 3. Elected Vice President of NAEYC’s state affiliate in Maryland.
Teaching or other professional experience in P-12 schools	-Has supervised student teachers in P-5/6 schools in the Baltimore area from 2002-Present.

	<ul style="list-style-type: none">-Taught 4-year olds, kindergarteners, and second graders in Prince George's County, Maryland schools from 1994-2000.-Holds current Maryland Professional Licenses in preschool education, elementary education, and special education.
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