NCATE
The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

INSTITUTION NAME
Location
Visit Date

Type of Visit:
Visit Types

Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

1. What is the institution's historical context?

2. What is the institution's mission?

3. What are the institution's characteristics [e.g., control and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

4. (Optional) Links and key exhibits related to the institutional context could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members can access other exhibits in the unit's electronic exhibit room.)

B. The unit

1. How many candidates are enrolled in programs preparing them to work in P-12 schools at the following levels: initial teacher preparation, advanced teacher preparation, and other school professionals?

1a. (Optional) A table with these data could be attached here. A summary of what the data tell the unit about its candidates should be included in the response to B1a above.

2. Please complete the following table(Table 1) to indicate the size of the professional education faculty.

Table 1
Professional Education Faculty and Graduate Teaching Assistants

Academic Rank	# of Faculty who are full-time in the unit	# of faculty who are full-time in the institution, but part-time in the unit	# of faculty who are part-time at the institution & assigned to the unit (e.g., adjunct faculty)	# of graduate teaching assistants teaching or supervising clinical practice
Professors				
Associate Professors				
Assistant Professors				
Instructors				
Lecturers				
Other				
Total				

2a. (Substitute Table 1) If the titles for academic ranks at your institution do not match the table above, a substitute table reflecting your titles could be attached here.

3. What do the data in above table (Table 1) tell the unit about its faculty?

4. Please complete the following table (Table 2) to indicate the programs offered at your institution at the initial teacher preparation level.

**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 National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

5. What do the data in above table (Table 2) tell the unit about its initial teacher preparation programs?

6. Please complete the following table (Table 3) to indicate the advanced programs offered at your institution for the advanced preparation of licensed teachers and other school professionals.

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

			Agency or Association	Program		Status of

Program Name	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	National Recognition of Programs by NCATE

7. What do the data in above table (Table 3) tell the unit about its advanced programs?

8. What programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?

9. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? (These change could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.)

10. (Optional) Links and key exhibits related to the unit context could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members can access other exhibits in the unit's electronic exhibit room.)

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

1. Briefly summarize the following elements of the unit's conceptual framework:

- **the vision and mission of the unit**
- **philosophy, purposes, goals, and institutional standards of the unit**
- **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**
- **candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards**
- **summarized description of the unit's assessment system**

1a. (Optional) Links to key exhibits related to the conceptual framework could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The

number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

2. (Continuing Visits Only) What changes have been made to the conceptual framework since the previous visit?

3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

STANDARDS

This section is the focus of the institutional report. **A description of how the unit meets each standard element must be presented.** Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Links to key exhibits to support the descriptions may be included in the text for each standard.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, pedagogical, and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the overall pass rate? What programs do not have an 80% or above pass rate?

2. Please complete the following table (Table 4) to indicate pass rates on content licensure tests program by program and across all programs (i.e., overall pass rate). (This information could be compiled from Title II data submitted to the state or program reports prepared for national review.),

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

Programs	# of Test Takers	% Passing at State Cut Score
Overall Pass Rate for the Unit (across		

all initial teacher preparation programs)		

3. What do the data in the above table (Table 4) tell the unit about the content knowledge of initial teacher candidates?

[ ]

4. What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

[ ]

4a. (Optional) One or more tables of key assessment data related to content knowledge of initial teacher candidates could be attached here. What the data tell the unit about content knowledge should be discussed in the response to 1a4 above.

5. What data from key assessments indicate that advanced teaching candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

[ ]

5a. (Optional) One or more tables of key assessment data related to content knowledge of advanced teacher candidates could be attached here. What the data tell the unit about content knowledge should be discussed in the response to 1a5 above.

6. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate?

[ ]

7. A table summarizing the results of follow-up studies related to content knowledge could be attached here.

8. (Optional) Links to key exhibits related to the content knowledge of teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.

1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

1a. (Optional) One or more tables of key assessment data related to pedagogical content knowledge and skills of initial teacher candidates could be attached here. What the data tell the unit about pedagogical content knowledge and skills should be discussed in the response to 1b1 above.

2. What data from key assessments indicate that advanced teaching candidates know and apply theories related to pedagogy and learning, including the use of a range of instructional strategies and the ability to explain the choices they make in their practice. (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

2a. (Optional) One or more tables of key assessment data related to pedagogical content knowledge and skills of advanced teacher candidates could be attached here. What the data tell the unit about pedagogical content knowledge and skills should be discussed in the response to 1b2 above.

3. What data indicate that candidates can integrate technology in their teaching?

3a. (Optional) One or more tables of key assessment data related to candidates' ability to integrate technology in their teaching could be attached here. What the data tell the unit about candidates' technology skills should be discussed in the response to 1b3 above.

4. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data are being reported, what was the response rate?

5. A table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached here.

6. (Optional) Links to key exhibits related to the pedagogical content knowledge of teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers

1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the professional and pedagogical knowledge and skills related to foundations of education; the ways children and adolescents develop and the relationship to learning; professional ethics, laws, and policies; the use of research in teaching; the roles and responsibilities of the professional communities; diversity of student populations, families and communities (this one may be addressed in the first element of Standard 4); and the consideration of school, family, and community contexts and the prior experiences of students? If a licensure test is required in this area, how are candidates performing on it?

1a. (Optional) One or more tables of key assessment data related to professional and pedagogical knowledge and skills of initial teacher candidates could be attached here. What the data tell the unit about professional and pedagogical knowledge and skills should be discussed in the response to 1c1 above.

2. What data from key assessments indicate that advanced teaching candidates demonstrate the professional and pedagogical knowledge and skills such as those delineated in the core propositions of the National Board for Professional Teaching Standards?

2a. (Optional) One or more tables of key assessment data related to professional and pedagogical knowledge and skills of advanced teacher candidates could be attached here. What the data tell the unit about professional and pedagogical knowledge and skills should be discussed in the response to 1c2 above.

3. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data are being reported, what was the response rate?

4. A table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached here.

5. (Optional) Links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here.)

1d. Student Learning for Teacher Candidates

Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.

1. What data from key assessments indicate that candidates in initial teacher preparation

programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

> [ ]

1a. (Optional) One or more tables of key assessment data related to student learning for initial teacher candidates could be attached here. What the data tell the unit about student learning should be discussed in the response to 1d1 above.

2. What data from key assessments indicate that advanced teaching candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply them in their practice? (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

> [ ]

2a. (Optional) One or more tables of key assessment data related to student learning for advanced teacher candidates could be attached here. What the data tell the unit about student learning should be discussed in the response to 1d2 above.

3. What do follow-up studies of employers and graduates indicate about graduates' ability to help all students learn? If survey data are being reported, what was the response rate?

> [ ]

4. A table summarizing the results of follow-up studies related to student learning could be attached here.

5. (Optional) Links to key exhibits related to student learning for teacher candidates could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

1e. Knowledge and Skills for Other School Professionals

1. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the unit's overall pass rate across all programs for other school professionals? What programs do not have an 80 percent or above pass rate?

> [ ]

2. Please complete the following table to indicate pass rates on content licensure tests for other school professionals program by program and across all programs (i.e., overall pass rate).

Table 5
Pass Rates on Content Licensure Tests for Other School Professionals

For Period:

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)		

3. What do the data in the above table (Table 5) tell the unit about the content knowledge of other school professionals?

4. What data from other key assessments indicate that these candidates demonstrate the knowledge and skills delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

4a. (Optional) One or more tables of key assessment data related to the knowledge and skills for other school professionals could be attached here. What the data tell the unit about content knowledge should be discussed in the response to the new 1e4 above.

5. What data from key assessments indicate that these candidates know their students, families, and communities; use data and current research to inform practices; and use technology in their practices?

5a. (Optional) One or more tables of key assessment data related to the knowledge and skills outlined in the 1e5 could be attached here. What the data tell the unit about content knowledge should be discussed in the response to 1e5 above.

6. What do follow-up studies of graduates and employers indicate about graduates' preparation related to knowledge and skills for their field? If survey data are being reported, what was the response rate?

7. A table summarizing the results of follow-up studies related to knowledge and skills for other school professionals could be attached here.

8. (Optional) Links to key exhibits related to the knowledge and skills of other school professionals could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

1f. Student Learning for Other School Professionals

1. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

1a. (Optional) One or more tables of key assessment data related to other school professionals' support of student learning could be attached here. What the data tell the unit about student learning should be discussed in the response to 1f1 above.

2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data are being reported, what was the response rate?

3. A table summarizing the results of follow-up studies related to support for student learning could be attached here.

4. (Optional) Links to key exhibits related to other school professionals' support of student learning could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

1g. Professional Dispositions for All Candidates

Note: Indicate where the responses refer to initial teacher preparation, advanced preparation of teachers, or other school professionals, noting differences when appropriate.

1. What professional dispositions are candidates expected to demonstrate by completion of programs?

2. What data from key assessments indicate that candidates demonstrate appropriate professional dispositions?

2a. (Optional) One or more tables of key assessment data related to professional dispositions could be attached here. What the data tell the unit about professional dispositions should be discussed in the response to 2g2 above.

3. In what ways do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn?

[   ]

4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data are being reported, what was the response rate?

[   ]

5. A table summarizing the results of follow-up studies related to professional dispositions could be attached here.

6. (Optional) Links to key exhibits related to professional dispositions could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Optional

1. What does your unit do particularly well related to Standard 1?

[   ]

2. What research related to Standard 1 is being conducted by the unit?

[   ]

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[Note: Include programs for teachers, including graduate programs for licensed teachers, and other school professionals, noting differences when appropriate.]

2a. Assessment System

1. How is the unit assessment system evaluated and continuously improved? Who is involved and how?

[   ]

2. Please complete the following table (Table 6) to indicate the key assessments used by the unit and its programs to monitor candidate performance at transition points such as those listed in Table 6?

Table 6
Unit Assessment System: Transition Point Assessments

Programs	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion

3. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

4. How does the unit ensure its assessment procedures are fair, accurate, consistent, and free of bias?

5. What assessments and evaluations are used to manage and improve the operations and programs of the unit?

6. (Optional) One or more tables and links to key exhibits related to the unit assessment system could be attached here. Data in tables should be discussed in the appropriate prompt of 2a. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

2b. Data Collection, Analysis, and Evaluation

1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (Dean, assistant dean, data coordinator, etc.)**
- **In what formats are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)**
- **What information technologies are used to maintain the unit's assessment system?**

2. How does the unit maintain records of formal candidate complaints and their resolutions?

[ ]

3. (Optional) One or more tables and links to key exhibits related to the data collection, analysis, and evaluation could be attached here. Data in tables should be discussed in the appropriate prompt of 2b. (Links with descriptions must be typed into a Word document that can be uploaded here.)

2c. Use of Data for Program Improvement

1. What are assessment data indicating about candidate performance on the main campus, at off-campus sites, and in distance learning programs?

[ ]

2. How are data regularly used by candidates and faculty to improve their performance?

[ ]

3. How are data used to discuss or initiate program or unit changes on a regular basis?

[ ]

4. What data-driven changes have occurred over the past three years?

[ ]

5. How are assessment data shared with candidates, faculty, and other stakeholders?

[ ]

6. (Optional) One or more tables and links to key exhibits related to the use of data for program improvement could be attached here. Data in tables should be discussed in the appropriate prompt of 2c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Optional

1. What does your unit do particularly well related to Standard 2?

[ ]

2. What research related to Standard 2 is being conducted by the unit?

[ ]

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

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.

[Note: In this section institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

3a. Collaboration between Unit and School Partners

1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

3. What is the role of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

5. What differences, if any, exist in collaboration with school partners in programs for other school professionals, off-campus programs, and distance learning programs?

6. (Optional) One or more tables and links to key exhibits related to collaboration between unit and school partners could be attached here. Data in tables should be discussed in the appropriate prompt of 3a. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

1. Please complete the following table (Table 7) to identify the field experiences and clinical practice required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers.

Table 7
Field Experiences and Clinical Practice by Program

Programs	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours

2. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

3. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

4. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

5. What preparation and ongoing professional development activities does school-based clinical faculty receive to prepare them for roles as clinical supervisors?

6. What evidence demonstrates that clinical faculty provides regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

7. What differences, if any, exist in the design, implementation, and evaluation of field experiences and clinical practice for programs for other school professionals, off-campus programs, and distance learning programs?

8. (Optional) One or more tables and links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions in field experiences and clinical practice could be attached here. Data in tables should be discussed in the appropriate prompt of 3b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the

exhibits in the unit's electronic exhibit room.)

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

    1. What are the entry requirements for clinical practice? How many candidates are eligible for clinical practice each semester or year? How many complete successfully?

    2. What is the role of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

    3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

    4. What data provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

    5. What is the process for candidates to collect and analyze data on student learning and reflect on those data and improve learning during clinical practice?

    6. What differences, if any, exist in the ways candidates develop and demonstrate their knowledge, skills, and professional dispositions to help all students learn in field experiences and clinical practice in programs for other school professionals, off-campus programs, and distance learning programs?

    7. (Optional) One or more tables and links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all student learn could be attached here. Data in tables should be discussed in the appropriate prompt of 3c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Optional

    1. What does your unit do particularly well related to Standard 3?

2. What research related to Standard 3 is being conducted by the unit?

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[NOTE: In this section, institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs. Institutions should review NCATE's definition of diversity as this section is written.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

2. What required coursework and experiences enable teacher candidates and candidates for other professional school roles to adapt instruction to different learning styles, connect instruction or services to students' experiences and cultures, communicate with students and families in culturally sensitive ways, incorporate multiple perspectives into teaching, develop a classroom and school climate that values diversity, demonstrate behaviors consistent with the ideas of fairness and the belief that all students can learn?

2a. (Optional) One or more tables related to coursework and experiences for developing diversity proficiencies could be attached here. What the data tell the unit about student learning should be discussed in the response to 4a2 above.

3. What data from key assessments indicate that candidates demonstrate proficiencies related to diversity, including English language learners and students with exceptionalities?

3a. (Optional) One or more tables of key assessment data related to candidates' demonstration of proficiencies related to diversity, including English language learners and students with exceptionalities, could be attached here. What the data tell the unit about diversity proficiencies should be discussed in the response to 4a3 above.

4. What differences, if any, exist in the ways candidates develop and demonstrate their proficiencies related to diversity in programs for other school professionals, off-campus programs, and distance learning programs?

> [ ]

4a. (Optional) One or more tables that disaggregate data on diversity proficiencies by on-campus, off-campus, and distance learning programs could be attached here. What the data tell the unit about any differences in performance should be discussed in the response to 4a4 above.

5. (Optional) Links to key exhibits related to diversity proficiencies and assessments could be attached here. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

4b. Experiences Working with Diverse Faculty

1. What educational interactions do candidates (including candidates at off-campus sites and/or in distance learning programs) have with higher education and school-based faculty from diverse groups?

> [ ]

2. What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups?

> [ ]

3. What efforts does the unit make to recruit and retain a diverse faculty?

> [ ]

4. Please complete the following table (Table 8) to identify the gender, ethnic, and racial diversity of professional education faculty members using the U.S. Census categories.

<p align="center">Table 8
Faculty Demographics</p>

Table	Prof. Ed. Faculty in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty in Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaskan Native				
Asian				
Black, non-Hispanic				
Native Hawaiian or Other Pacific				

Islander				
Hispanic				
White, non-Hispanic				
Two or more races				
Other				
Total				
Female				
Male				
Total				

5. What do the data in Table 8 tell the unit about its faculty? Diversity characteristics beyond those in Table 8 should be discussed.

6. (Optional) One or more tables and links to key exhibits related to faculty diversity could be attached here. Data in tables should be discussed in the appropriate prompt of 4b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

4c. Experiences Working with Diverse Candidates

1. What educational interactions do candidates (including candidates at off-campus sites and/or in distance learning programs) have with peers from diverse groups?

2. What efforts does the unit make to recruit and retain candidates from diverse groups?

3. Please complete the following table (Table 9) to identify the gender, ethnic, and racial diversity of candidates preparing to work in P-12 settings using the U.S. Census categories.

Table 9
Candidate Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates In Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaskan Native				
Asian				
Black, non-Hispanic				
Native Hawaiian or Other Pacific Islander				

Hispanic			
White, non-Hispanic			
Two or more races			
Other			
Race/ethnicity unknown			
Total			
Female			
Male			
Total			

4. How diverse are candidates in the initial teacher preparation and advanced preparation programs? Diversity characteristics beyond those in Table 9 should be discussed. What do the data in Table 9 tell the unit about its candidates?

> [ ]

5. (Optional) One or more tables and links to key exhibits related to candidate diversity could be attached here. Data in tables should be discussed in the appropriate prompt of 4c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

4d. Experiences Working with Diverse Students in P-12 Schools

1. How does the unit ensure that each candidate has at least one field/clinical experience with students from ethnic/racial groups different than his/her own, English language learners, students with exceptionalities, and students from different socioeconomic groups?

> [ ]

2. How does the unit ensure that candidates develop and practice their knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

> [ ]

3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

> [ ]

4.Please complete the following table (Table 10) to identify the diversity of P-12 students based on their gender, ethnicity, racial, and socioeconomic levels, native language and exceptionalities in the schools in which education candidates do their clinical practice.

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

5. What do the data in Table 10 tell the unit about the diversity of students in the schools in which candidates do their clinical practice?

6. (Optional) One or more tables and links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice could be attached here. Data in tables should be discussed in the appropriate prompt of 4d. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Optional

1. What does your unit do particularly well related to Standard 4?

2. What research related to Standard 4 is being conducted by the unit?

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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.

[NOTE: In this section, institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

5a. Qualified faculty

1. Please complete the following table (Table 11) to identify the qualifications of the full- and part-time professional education faculty. (These data may be compiled from the tables submitted earlier for national program review by clicking on "Import" below.)

Table 11
Faculty Qualification Summary

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
				∈ YES		

2. What do the data in Table 11 tell the unit about the qualifications of its faculty?

3. What expertise qualifies faculty members without terminal degrees for their assignments?

4. How does the unit ensure that school faculty members are licensed in the areas they teach or are supervising?

5. What contemporary professional experiences in school settings does higher education clinical faculty have?

6. (Optional) One or more tables and links to key exhibits related to faculty qualifications could be attached here. Data in tables should be discussed in the appropriate prompt of 5a. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

5b. Modeling Best Professional Practices in Teaching

1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

[   ]

2. How does unit faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

[   ]

3. What types of instructional strategies and assessments do unit faculty model?

[   ]

4. How does unit faculty instruction reflect their knowledge and experiences in diversity and technology?

[   ]

5. How does unit faculty systematically engage in self-assessment of their teaching?

[   ]

6. (Optional) One or more tables and links to key exhibits related to faculty teaching could be attached here. Data in tables should be discussed in the appropriate prompt of 5b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

5c. Modeling Best Professional Practices in Scholarship

1. What types of scholarly work are expected as part of the institution's and unit's mission?

[   ]

2. In what types of scholarship activities are faculty engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? [NOTE: Review the definition of scholarship in the NCATE glossary]

[   ]

3. (Optional) One or more tables and links to key exhibits related to faculty scholarship could be attached here. Data in tables should be discussed in the appropriate prompt of 5c. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

5d. Modeling Best Professional Practices in Service

1. What types of service are expected as part of the institution's and the unit's mission?

[   ]

2. In what types of service activities are faculty engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities?

[   ]

3. (Optional) One or more tables and links to key exhibits related to faculty service could be attached here. Data in tables should be discussed in the appropriate prompt of 5d. (Links with descriptions must be typed into a Word document that can be uploaded here.)

5e. Unit Evaluation of Professional Education Faculty Performance

1. How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations for adjunct/part-time, tenured, and non-tenured faculty, as well as for graduate teaching assistants?

[   ]

2. How well do faculty perform on the unit's evaluations? (A table summarizing faculty performance could be attached at the end of Element 5e.)

[   ]

3. How are faculty evaluations used to improve teaching, scholarship, and service?

[   ]

4. (Optional) One or more tables and links to key exhibits related to the unit's evaluation of professional education faculty could be attached here. Data in tables should be discussed in the appropriate prompt of 5e. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

5f. Unit Facilitation of Professional Development

1. How is professional development related to needs outlined in faculty evaluations? How does this happen?

[   ]

2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and the unit's conceptual framework? What,

if any, other professional development activities have been available to faculty over the past 2-3 years?

[ ]

3. How often does faculty participate in professional development activities both on and off campus? [Note: Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

[ ]

6. (Optional) One or more tables and links to key exhibits related to the unit's facilitation of professional development could be attached here. Data in tables should be discussed in the appropriate prompt of 5f. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

Optional

1. What does your unit do particularly well related to Standard 5?

[ ]

2. What research related to Standard 5 is being conducted by the unit?

[ ]

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

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.

[NOTE: In this section, institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

6a. Unit Leadership and Authority

1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

[ ]

2. What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

[   ]

3. How does the unit ensure that candidates have access to student services such as advising and counseling?

[   ]

4. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

[   ]

5. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

[   ]

6. (Optional) One or more tables and links to key exhibits related to unit leadership and authority could be attached here. Data in tables should be discussed in the appropriate prompt of 6a. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

6b. Unit Budget

1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

[   ]

2. What changes to the budget over the past few years have affected the quality of the programs offered?

[   ]

3. (Optional) One or more tables and links to key exhibits related to the unit's budget could be attached here. Data in tables should be discussed in the appropriate prompt of 6b. (Links with descriptions must be typed into a Word document that can be uploaded here. The number of attached exhibits should be limited in number; BOE members should access most of the exhibits in the unit's electronic exhibit room.)

6c. Personnel

1. What are the institution's workload policies? What are the unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, and dissertation advisement)?

How do workload policies differentiate between types of faculty positions?

> [ ]

2. What are the workloads of faculty for teaching and clinical supervision?

> [ ]

3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

> [ ]

4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

> [ ]

5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

> [ ]

6. What financial support is available for professional development activities for faculty?

> [ ]

7. (Optional) One or more tables and links to key exhibits related to personnel could be attached here. Data in tables should be discussed in the appropriate prompt of 6c. (Links with descriptions must be typed into a Word document that can be uploaded here.)

6d. Unit facilities

1. How adequate are unit facilities--classrooms, faculty offices, library/media center, and school facilities--to support teaching and learning? [Note: Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

> [ ]

2. (Optional) One or more tables and links to key exhibits related to unit facilities could be attached here. Data in tables should be discussed in the appropriate prompt of 6d. (Links with descriptions must be typed into a Word document that can be uploaded here.)

6e. Unit resources including technology

1. What information technology resources support faculty and candidates? What evidence

shows that candidates and faculty use these resources?

[ ]

2. What resources are available for the development and implementation of the unit's assessment system?

[ ]

3. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current? How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus and distance learning programs, through electronic means?

[ ]

4. (Optional) One or more tables and links to key exhibits related to unit resources, including technology, could be attached here. Data in tables should be discussed in the appropriate prompt of 6e. (Links with descriptions must be typed into a Word document that can be uploaded here.)

Optional

1. What does your unit do particularly well related to Standard 6?

[ ]

2. What research related to Standard 6 is being conducted by the unit?

[ ]