

**Exhibits for NCATE Visits**  
**National Council for Accreditation of Teacher Education**  
 May 2008

The exhibits below are critical for BOE team members to review before and during the on-site visit. Please note that the quality of these exhibits will determine their degree of utility for teams. While this list covers most of the exhibits needed by teams, it is not exhaustive. Institutions may provide additional materials based on institutional context. If the exhibits provided are not providing evidence that a standard is met, the BOE team may ask the institution for additional information.

The tables below indicate the prompts in the institutional report (IR) template to which these exhibits are relevant. Exhibits should be organized by each element of a Standard to assist Board of Examiners (BOE) teams in finding the evidence. As much as possible, institutions should limit their exhibits to those indicated in these tables. The institutional report may include links to key exhibits and other evidence. In some instances, one exhibit may address more than one element, or be related to more than one standard. Creating links to the exhibit in more than one place is the best way to address this situation. It is also important to ensure that links take the user to the intended documents or pages in a long document. It is a common mistake in creating web pages to mislabel links. To ensure that links are accurate, browse the web site periodically with this in mind.

NCATE will give BOE team members access to the unit’s annual reports, program reports submitted for national review, national recognition reports, and other reports that have been submitted to NCATE. The institution does not have to duplicate these materials in its exhibits. To know the materials that are accessible to BOE members through NCATE’s Accreditation Information Management System (AIMS), the institution should check AIMS. (The unit head and NCATE coordinator should have an ID and password for entering AIMS.)

**General Background**

	<b>General</b>	<b>Conceptual Framework</b>	<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>
1. (Continuing Visits) Institutional report, BOE report, and institutional rejoinder from the previous NCATE review.	✓							
2. (First Visits) Preconditions Report and Report from NCATE indicating that all preconditions were met.	✓	✓		✓				✓
3. Unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies.	✓	✓			✓	✓		

	General	Conceptual Framework	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6
4. Most recent report prepared for a state program review and the state's findings. If the visit is being conducted jointly with the state, the state findings may not be available until the visit.	✓		✓	✓	✓	✓	✓	✓
5. A copy of the unit's notice soliciting third-party testimony.	✓							
6. Syllabi for professional education courses.	✓				✓	✓	✓	

### Conceptual Framework

	Conceptual Framework	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6
1. Conceptual framework(s) documents.	✓	✓	✓	✓	✓	✓	✓
2. Table showing alignment of state, professional, and institutional standards.	✓	✓	✓				

### Standard 1

Exhibits	Element Prompts in IR						
	1A	1B	1C	1D	1E	1F	1G
1. Key assessments and scoring guides used by faculty to assess candidate learning against standards.	2,3	1,2	1,2,3	1,2	2,3	1	1,2,3
2. Data tables and summaries that show how candidates have performed on key assessments over the past three years.	2,3	1,2	1,2,3	1,2	2,3	1	1,2,3
3. State licensure test scores aggregated by program area and reported over multiple years. Title II data reported to the state for the last year <b>must</b> be available to the team.	1, Table 4	1,2	1		1, Table 5		
4. Assessments used to determine how well candidates are meeting the outcomes identified in the unit's conceptual framework and summaries of candidates' performance.	2,3	1,2	1,2,3	1,2	2,3	1	1,2,3
5. Reports and findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP).	2,3	1,2	1,2,3		2,3		
6. Samples of candidate work (e.g., portfolios at different proficiency levels).	2,3	1,2	1,2,3	1,2	2,3	1	1,2,3
7. Follow-up studies of graduates and data tables	4	4	3	3	4	2	4

of results.							
8. Employer feedback on graduates and summaries of the results.	4	4	3	3	4	2	4
9. Assessments used to determine dispositions and summary of candidate performance on those assessments.							1-4

## Standard 2

Exhibits	Element Prompts in IR		
	2A	2B	2C
1. Document describing the unit's assessment <b>system</b> in detail, including assessment of candidate performance and evaluations of unit operations.	1-5	1,2	
2. Samples of formative and summative assessments used to ensure candidates are ready to progress through the program and enter the profession.	2, Table 6		
3. Summaries of the results of key assessments used at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion.	2, Table 6		1
4. Minutes of meetings on the development and refinement of the assessment system and the use of data.	1-5		5
5. Procedures for ensuring that key assessments are fair, accurate, consistent, and free of bias.	4		
6. Unit or institutional policies for handling student complaints.		2	
7. File of student complaints and the unit's response.		2	
8. Description of information technology used to manage performance data.		1	
9. Policies and procedures that ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements.		1	2-4
10. Examples of changes made to courses, programs, and the unit in response to data gathered from the assessment system.			2-4

## Standard 3

Exhibits	Element Prompts in IR		
	3A	3B	3C
1. List of criteria for selection of site for field experiences and clinical practice.	3,5		
2. Memos of understanding, minutes from meetings, etc. to document partnerships with schools.	1-5		
3. Criteria for higher education and school-based clinical faculty.	3,5		
4. Professional development opportunities and requirements for school-based clinical faculty.	4,5		
5. Descriptions of the field experiences, including those for master's programs for licensed teachers and programs for other school professionals.		1, 7, Table 7	
6. Student teaching handbook.		2,3,7	1-6
7. Assessments and scoring rubrics/criteria used in field experiences.		2,3,6,7	4-6
8. Internship/student teaching assessment instruments.		2,3,6,7	4-6

Exhibits	Element Prompts in IR		
	3A	3B	3C
9. Summary results of candidate assessments upon entering and exiting field experiences. (Cross-reference with Standard 1 as appropriate.)			1,4-6
10. Completion rates for candidates in student teaching and internships by semester.			1,6
11. List of criteria for the selection of school-based clinical faculty (i.e. supervising teachers, supervisors).		4,6	
12. List of criteria for the selection of university/college clinical faculty.		4,6	
13. Agendas from meetings with cooperating teachers and internship supervisors.	1,6	5,6	

#### Standard 4

Exhibits	Element Prompts in IR			
	4A	4B	4C	4D
1. Curriculum components that address diversity issues. (This might be a matrix that shows diversity components in required courses.)	2,4			
2. List of proficiencies related to diversity that candidates are expected to develop.	1,4			
3. Assessment instruments and scoring guides related to diversity. (Cross-reference with Standard 1 as appropriate.)	3,4			2,3
4. Summary of candidate performance results. (Cross-reference with Standard 1 as appropriate.)	3,4			2,3
5. Demographics on diversity of faculty, candidates, and clinical sites if not included in the institutional report.		4, Table 8	3, Table 9	1, Table 10
6. Unit policies, practices, and/or procedures that facilitate experiences with faculty, candidates, and P-12 students from diverse groups.		1,2	1	1
7. Policies and practices for recruiting and retaining a diverse faculty or diverse candidates.		3	2	

#### Standard 5

Exhibits	Element Prompts in IR					
	5A	5B	5C	5D	5E	5F
1. Summary of faculty qualifications and assignments. (See attached table, which is an appendix for the national program reviews as an example.)	1, 2, 4, Table 11					
2. Licensure of school-based clinical faculty (e.g., cooperating teachers, internship supervisors).	3					
3. Summary of instructional strategies, including the use of technology, used by faculty.		3				
4. Candidate evaluations of faculty teaching and summaries of results.		2-4				

Exhibits	Element Prompts in IR					
	5A	5B	5C	5D	5E	5F
5. Samples and summary of faculty scholarly activities.			1,2			
6. Summary of projects completed by faculty in service and/or collaboration with professional community (i.e., grants, evaluations, task-forces, provision of professional development, offering courses, etc.)				1,2		
7. Promotion and tenure policies and procedures.					1,3	
8. Samples of faculty evaluation forms.					1,3	1
9. Summary of faculty evaluations.					2	
10. Professional development activities offered by the unit.						2
11. Professional development activities in which faculty have participated						3
12. Unit policies related to professional development.						1

### Standard 6

Exhibits	Element Prompts in IR				
	6A	6B	6C	6D	6E
1. Policies on governance and operations of the unit.	1,2				
2. Descriptions of the unit governance structure, including organization charts.	1				
3. Minutes of meetings of unit governance committees.	1,2				
4. Unit policies on student services such as counseling and advising	3				
5. Recruiting and admission policies.	4				
6. Academic calendars, catalogues, unit publications, grading policies, and unit advertising.	5				
7. Unit budget, with provisions for assessment and technology.		1,2			1-3
8. Budgets of comparable units on campus.		1			
9. Faculty workload policies.			1		
10. Summary of faculty workloads.			2,3		
11. List of faculty by full-time and part-time status			4		
12. List of support personnel in unit.			5		
13. Faculty development expenditures.			6		
14. List of facilities, including computer labs and curriculum resource centers.				1	1