POSSIBLE QUESTIONS BY NCATE BOARD OF EXAMINERS TEAMS

Fall 2007

**Questions were developed by Dr. Marilyn E. Feldmann
for use at Central Michigan University (UPR-PONCE) in Spring 2003
and updated on 4/15/04**

**This document will be updated by Dr. Feldmann after the
revised NCATE Standards are approved in spring 2007.**

**And edited on 10/2/2007 for the previsit of the Board of Examiners
at the University of Puerto Rico in Ponce, Puerto Rico on
October 27th, 2007 thru October 31st, 2007**

POSSIBLE

NCATE

QUESTIONS

FOR

GROUPS

POSSIBLE NCATE QUESTIONS FOR
FACULTY MEMBERS <u>AT</u> THE DEPARTMENT OF
EDUCATION SERVICES (DES)

1) Briefly explain the conceptual framework.

2) Describe the process used to develop the conceptual framework (initial NCATE visit).

3) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

4) How is the conceptual framework reflected in syllabi, course assignments, field experiences/internships, and teaching?

5) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

6) What efforts has your department made to develop an assessment system for programs?

7) Cite some examples of program changes that have been during the past five years as a result of assessments that have been conducted.

8) How is the conceptual framework reflected in the assessment of education candidates?

9) In what ways do you regularly communicate and collaborate with faculty members in departments outside the Department of Education Services?

10) In what ways do you regularly communicate and collaborate with the K-6 schools and the community?

11) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **<u>including</u>** students with exceptionalities?

12) How are ALL candidates assured of having field experiences/clinical practice in settings with students from diverse populations, **<u>including</u>** students with exceptionalities?

13) How is it assured that candidates possess adequate content knowledge when they complete the education program?

14) How does the unit assess candidate impact on student learning?

15) How are the guidelines of your national professional organization used to ensure that the education program is of high quality and is current?

16) What methods are used to assess the dispositions expected of education candidates?

17) Explain how the field experiences/clinical practice are sequenced throughout the education program.

18) What good-faith efforts are being made to increase diversity among candidates and faculty members in the education program?

19) How adequate are the resources in your department so that a quality education program is provided (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

20) What opportunities in the unit do faculty members have for professional development?

21) Describe the curriculum approval process.

22) Describe the faculty evaluation process.

23) How are tenure and promotion decisions made?

24) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

POSSIBLE NCATE QUESTIONS FOR
FACULTY MEMBERS <u>AT</u> THE DEPARTMENTOF
EDUCATION SERVICES (DES)
Page Three

25) How do faculty members incorporate technology in their teaching and in their scholarship?

26) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

27) What is the department's policy on teaching overloads and how frequently do faculty members teach overloads?

28) How adequate are the library resources available to education faculty members and candidates?

POSSIBLE NCATE QUESTIONS FOR
THE DIRECTORS OF THE
DEPARTMENT OF EDUCATION

1) What is the role of teacher education in the overall mission of the university?

2) Briefly explain the conceptual framework.

3) Describe the process used to develop the conceptual framework (initial NCATE visit).

4) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

5) How is the conceptual framework reflected in syllabi of professional education courses, assignments in those course, field experiences/internships, and teaching?

6) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

7) What efforts has your department/center made to develop an assessment system for its programs?

8) How is the conceptual framework reflected in the assessment of education candidates?

9) In what ways do you and faculty/staff members in your department/center regularly communicate and collaborate with department chairs and faculty/staff members in departments outside UPR-PONCE?

10) In what ways do you and faculty/staff members in your department/center regularly communicate and collaborate with K-6 schools and the community?

11) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **including** students with exceptionalities?

12) How does the unit assess candidate impact on student learning?

13) How is it assured that ALL candidates have field experiences/clinical practice in settings with students from diverse populations, **including** students with exceptionalities?

14) How are the guidelines of your national professional organization used to ensure that the education program is of high quality and is current?

15) What methods are used to assess the dispositions expected of professionals?

16) What good-faith efforts are being made to increase diversity among candidates and faculty members in your education program?

17) Describe the budget process (e.g., how are funds requested, allocated, etc.).

18) How adequate are the resources in your department/center so that a quality education program is provided (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

19) What opportunities do faculty/staff members have for professional development?

20) Describe the curriculum approval process.

21) How are unit faculty members involved in making curricular decisions regarding the primary/K-6 education programs?

22) Describe the faculty evaluation process.

23) How are tenure and promotion decisions made?

24) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

25) How do faculty members incorporate technology in their teaching and in their scholarship?

26) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

27) What is the department's policy on teaching overloads and how frequently do faculty members teach overloads, including College of Extended Learning courses?

28) What is the department's hiring policies and practices regarding employment of faculty members who do not possess the terminal degree?

29) How is it ensured that the education program is not fragmented by the use of part-time/adjunct faculty members and that program coherence and integrity are maintained?

30) How adequate are the library resources available to education faculty/staff members and students?

POSSIBLE NCATE QUESTIONS FOR
ACADEMIC DEPARTMENTS DIRECTORS

1) What is the role of teacher education in the overall mission of the university?

2) In what ways do you and faculty/staff members in your department regularly communicate and collaborate with department chairpersons and faculty/staff members at the Department of Education Services?

3) In what ways do faculty members in your department communicate and collaborate with the K-6 schools and the community?

4) How are teacher education and the Department of Education Services viewed on campus by other faculty/staff members, administrators, and students?

5) Briefly describe the conceptual framework.

6) Briefly describe the assessment system for the professional education unit.

7) What efforts has your department made to develop an assessment system for its programs?

8) How do faculty members ensure that candidates possess adequate content knowledge when they complete their program?

9) How are the guidelines of your national professional organization used to ensure that your program is of high quality and is current?

10) What good-faith efforts has your department made to increase diversity among students and faculty members?

11) Describe the budget process (e.g., how are funds requested, allocated, etc.).

12) How adequate are the resources in your department to provide quality programs (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

13) What opportunities do faculty members have for professional development?

14) Describe the curriculum approval process.

15) How are professional education faculty members involved in making curricular decisions regarding K-6 education programs?

16) Describe the faculty evaluation process.

17) How are tenure and promotion decisions made?

18) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

19) How do faculty members integrate technology in their teaching and scholarship?

20) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

21) What is the department's policy on teaching overloads and how frequently do faculty members teach overloads, including College of Extended Learning courses?

22) What is the department's hiring policies and practices regarding employment of faculty members who do not possess the terminal degree?

23) How is it ensured that the program is not fragmented by the use of part-time/ adjunct faculty members and that program coherence and integrity are maintained?

24) How adequate are the library resources available to faculty members and students?

POSSIBLE NCATE QUESTIONS FOR
ACADEMIC DEPARTMENTS DIRECTORS

1) What is the role of teacher education in the overall mission of the university?

2) In what ways do you, department chairpersons, and faculty members in your college communicate and collaborate with the dean, department chairpersons, and faculty members at the Department of Education Services?

3) How are teacher education and the Department of Education Services viewed on campus by other faculty/staff members, administrators, and students?

4) What is the relationship between the university and the K-6 schools and the community?

5) Briefly explain the conceptual framework that undergirds the professional education programs.

6) Briefly explain the assessment system of the professional education unit.

7) What efforts has the university made to develop a university-wide assessment system of its programs?

8) What good-faith efforts are being made to increase diversity among students and faculty members at UPR-PONCE?

9) Describe the budget process (e.g., how funds are requested, allocated, etc.).

10) How adequate are the resources in the institution to provide quality programs (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

11) What opportunities do faculty members have for professional development?

12) Describe the governance structure for professional education.

13) Describe the university's curriculum approval process.

14) Describe the faculty evaluation process.

15) How are tenure and promotion decisions made?

16) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

17) How do professional education faculty members compare with other faculty members in the university in terms of quality of teaching, scholarship, and research?

18) How do faculty members incorporate technology in their teaching and in their scholarship?

19) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

20) What is the university's policy on teaching overloads and how frequently do faculty members teach overloads, including College of Extended Learning courses?

21) What are the university's hiring policies and practices regarding employment of faculty members who do not possess the terminal degree?

22) How is it ensured that programs are not fragmented by the use of part-time/adjunct faculty members and that program coherence and integrity are maintained?

23) How do faculty members integrate technology in their teaching and scholarship?

24) How adequate are the library resources available to faculty/staff members and students?

POSSIBLE NCATE QUESTIONS FOR
K-6 TEACHERS **AND** DIRECTORS/ADMINISTRATORS

1) How are you and your K-6 colleagues involved in designing, delivering, and evaluating the field/internship experiences in the education program at UPR-PONCE?

2) In what other ways have you been involved in the education program at UPR-PONCE?

3) What opportunities have you had to provide input to improve the quality of the education program at UPR-PONCE?

4) What evidence do you have that feedback from K-6 partners and others is used to improve the quality of the education program at UPR-PONCE?

5) To what extent are candidates adequately prepared to work with students from diverse backgrounds **and** with students with exceptionalities?

6) To what extent do candidates incorporate technology in their work in the schools?

7) Briefly explain the theme or conceptual framework that undergirds UPR-PONCE's education program--that is, the kind of educator that UPR-PONCE strives to prepare.

8) Briefly describe the assessment system that is used in UPR-PONCE's education program.

9) How well do the candidates know the subject matter in their fields?

10) How well do the candidates understand pedagogy?

11) How well do the candidates model professional dispositions in their work in the K-6 schools?

12) How are candidates assessed on their impact on student learning?

13) How knowledgeable and current are UPR-PONCE's education professors in their fields?

14) How do the graduates from UPR-PONCE compare with graduates of education programs at other universities with which you have had experience?

15) What are the strengths and the weaknesses of UPR-PONCE's education program?

POSSIBLE NCATE QUESTIONS FOR
CURRENT <u>INITIAL</u> CANDIDATES

1) Explain the theme or conceptual framework that undergirds the university's teacher education programs--that is, the kind of educator that the university strives to prepare.

2) How is the theme or the conceptual framework reflected in syllabi, course assignments, field experiences, and teaching?

3) Describe the assessment measures that are used in your program and the key times in your program when you are assessed.

4) How is the theme or the conceptual framework reflected in the assessment measures that are used in your program?

5) How are you assessed on your impact on student learning?

6) In what ways does the teacher education program prepare you to work effectively with students from diverse backgrounds **<u>and</u>** with students with exceptionalities?

7) In what ways do your professors integrate technology in their courses and in their teaching?

8) What technology skills do you use to support your teaching and to enhance student leaning?

9) Describe the field experiences that you have in the program (e.g., length, purpose, sequencing, placements, opportunities to work with diverse students **<u>including</u>** exceptionalities, etc.).

10) Describe the kinds of feedback that you receive from cooperating teachers, university faculty members, and peers during your field experiences.

11) To what extent do your education professors appear to be knowledgeable and current in their fields?

12) How would you compare the quality of instruction provided by your education professors with the quality of instruction provided by other professors at the university?

13) What aspects, if any, of your education professors' teaching do you attempt to copy in your own teaching?

14) In what ways does your advisor(s) assist you in being successful in the teacher education program?

15) What resources are available to help you know about the requirements, expectations, and procedures required in the teacher education program?

16) What opportunities have you had to provide input to improve the quality of the teacher education program?

17) What evidence do you have that feedback from candidates and others is used to improve the quality of the teacher education program?

18) How adequate and accessible are the library resources in enabling you to complete research papers, projects, and other assignments?

19) How adequate and accessible are computers and other forms of technology to meet your needs?

20) In what areas of teaching are you best prepared at this time as a result of being enrolled in the teacher education program (e.g., developing units and writing lesson plans, content knowledge, assessment, collaborating with peers, classroom management, etc.)?

21) In what areas of teaching would you like to have more instruction (e.g., developing units and writing lessons plans, content knowledge, assessment, collaborating with peers, classroom management, etc.)?

22) Would you recommend the university's teacher education program to others? Why or why not?

23) What is the major strength and weakness of the teacher education program?

POSSIBLE NCATE QUESTIONS FOR
RECENT GRADUATES
(INITIAL)

1) Explain the theme or conceptual framework that undergirds the university's education programs--that is, the kind of educator that the university strives to prepare.

2) How was the theme or the conceptual framework reflected in syllabi, course assignments, field experiences, internships and teaching?

3) Describe the assessment measures that were used in your program and the key times in your program when you were assessed.

4) How was the theme or the conceptual framework reflected in the assessment measures that were used in your program?

5) How were you assessed on your impact on student learning?

6) In what ways did your education program prepare you to work effectively with students from diverse backgrounds **and** with students with exceptionalities?

7) In what ways did your professors integrate technology in their courses and in their teaching?

8) What technology skills do you use to support your teaching/work with K-6 students and to enhance student leaning?

9) Describe the field experiences/internship that you had in the program (e.g., length, purpose, sequencing, placements, value, and opportunities to work with diverse students **including** exceptionalities).

10) Describe the kinds of feedback that you received from cooperating teachers/ administrators, university faculty members, and peers during your field experiences/internship.

11) How adequately prepared were you in your content field?

12) How would you compare the quality of instruction provided by your education professors with the quality of instruction provided by other professors at the university?

13) To what extent did your education professors appear to be knowledgeable and current in their fields?

14) What aspects, if any, of the faculty's teaching did you attempt to copy in your own teaching/work with K-6 students?

15) In what ways did your advisor(s) assist you in being successful in the education program?

16) What opportunities have you had to provide input to improve the quality of the education programs?

17) What evidence do you have that feedback from candidates and graduates and others has been used to improve the quality of the education programs?

18) How adequate and accessible were the library resources in enabling you to complete research papers, projects, and other assignments?

19) How adequate and accessible were computers and other forms of technology to meet your needs?

20) In what areas were you best prepared as a result of completing the education program?

21) In what areas would you like to have had more instruction?

22) Would you recommend the university's education programs to any of your students or to others? Why or why not?

23) What was the major strength and weakness of your education program?

POSSIBLE NCATE QUESTIONS FOR
NCATE STEERING COMMITTEE AND DEPARTMENT DIRECTORS

(NCATE's definition of Diversity: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.")

1) What is the role of the NCATE Steering Committee?

2) Briefly explain the conceptual framework.

3) Describe the process used to develop the conceptual framework (initial NCATE visit).

4) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

5) How was the K-6 community involved in determining the changes that were made in the conceptual framework?

6) How is the conceptual framework reflected in syllabi, course assignments, field experiences/internships, and teaching?

7) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

8) How was the K-6 community involved in the development of the assessment system?

9) How is the conceptual framework reflected in the assessment of education candidates?

10) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **including** students with exceptionalities?

11) How does the unit assess candidate impact on student learning?

12) How are ALL candidates assured of having field experiences/clinical practice in settings with students from diverse populations, **including** students with exceptionalities?

13) In what ways do education faculty members collaborate regularly with colleagues in other departments/schools in the university?

14) In what ways do education faculty members collaborate regularly with colleagues in the K-6 schools?

15) How is it assured that candidates possess adequate content knowledge when they complete the education program?

16) What methods are used to assess the dispositions expected of professionals?

17) Explain how the field experiences/clinical practice are sequenced throughout the education program.

18) What good-faith efforts are being made by the unit to increase diversity among candidates and faculty members in the education program?

19) What opportunities does the unit provide for professional development?

20) How adequate are the resources in the unit to provide a quality education program (e.g., personnel, equipment, supplies, travel, facilities, technology, etc)?

21) Describe the curriculum approval process.

22) How are unit faculty members involved in making curricular decisions regarding K-6 education programs?

23) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

24) How do faculty members incorporate technology in their teaching and in their scholarship?

25) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

POSSIBLE QUESTIONS FOR
NCATE STEERING COMMITTEE AND
DEPARTMENT DIRECTORS
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26) What is your department's policy on teaching overloads and how frequently do faculty members teach overloads, including College of Extended Learning courses?

27) How is it ensured that the program is not fragmented by the use of part-time/ adjunct faculty members and that program coherence and integrity are maintained?

28) How adequate are the library resources available to education faculty members and candidates?

29) What is the primary strength and weakness of UPR-PONCE's education programs?

POSSIBLE NCATE QUESTIONS FOR
PROFESSIONAL EDUCATION CURRICULUM COMMITTEE

1) What are the roles and responsibilities of the Committee?

2) What is the composition of the Committee?

3) How valued is the input received from the K-6 and candidate representatives on the Committee? What evidence is there?

4) Describe the curricular approval process (e.g., if the Department of Mathematics wants to add a new required mathematics course).

5) Describe the collaboration that occurs between departments and colleges when curricular proposals regarding the education programs are made.

6) Give some examples of curricular changes that have been made in the education programs in the past two or three years.

7) On what basis were these curricular changes made?

8) Briefly explain the conceptual framework.

9) Describe the process used to develop the conceptual framework (initial NCATE visit).

10) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

11) How is the conceptual framework reflected in syllabi of methods/midtier courses, in assignments for those courses, and in field experiences/internships?

12) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

13) How are data disseminated and used for program improvement?

14) How is it assured that candidates possess adequate content knowledge when they complete the education program?

15) How is it assured that candidates possess adequate knowledge and understanding of pedagogy?

16) What good-faith efforts are being made to increase diversity among candidates in the education program?

17) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **<u>including</u>** students with exceptionalities?

18) How adequate are the resources in your department so that a quality education program is provided (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

19) What opportunities do faculty members have for professional development?

20) Describe the faculty evaluation process.

21) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

22) How do faculty members incorporate technology in their teaching and in their scholarship?

23) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

24) How is it ensured that the education program is not fragmented by the use of part-time/adjunct faculty members and that program coherence and integrity are maintained?

25) How adequate are the library resources available to faculty members and candidates?

26) How do education candidates compare to non-education candidates in terms of overall quality (e.g., content knowledge, skills, and dispositions)?

POSSIBLE NCATE QUESTIONS FOR
PROFESSIONAL EDUCATION ASSESSMENT COMMITTEE
(PEAC)

1) What are the roles and responsibilities of PEAC?

2) What is the composition of PEAC?

3) How valued is the input received from the K-6 and candidate representatives on PEAC? What evidence is there?

4) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

5) Describe the process that was used to develop the unit's assessment system.

6) How was the professional community involved in the development of the assessment system?

7) Briefly explain the conceptual framework.

8) Describe the process used to develop the conceptual framework (initial NCATE visit).

9) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

10) How is the conceptual framework reflected in the assessment system?

11) How are state and professional standards reflected in the assessment system?

12) How is it assured that candidates possess adequate content knowledge when they complete the education program?

13) What is the process used to collect, aggregate, analyze, and disseminate assessment data to deans, department chairs, faculty members, and candidates?

14) What evidence is there that assessment data have been used for program improvement?

15) What good-faith efforts are being made to increase diversity among candidates in the education program?

16) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **<u>including</u>** students with exceptionalities?

17) How adequate are the resources in your department so that a quality education program is provided (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

18) What opportunities do faculty members have for professional development?

19) Describe the curriculum approval process.

20) Describe the faculty evaluation process.

21) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

22) How do faculty members incorporate technology in their teaching and in their scholarship?

23) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

24) How is it ensured that the education program is not fragmented by the use of part-time/adjunct faculty members and that program coherence and integrity are maintained?

25) How adequate are the library resources available to faculty members and candidates?

26) How do education candidates compare to non-education candidates in terms of overall quality (e.g., content knowledge, skills, and dispositions)?

POSSIBLE NCATE QUESTIONS FOR
PROFESSIONAL EDUCATION SELECTION, ADMISSION, AND
RETENTION COMMITTEE (PESAR)

1) What are the roles and responsibilities of PESAR?

2) What is the composition of PESAR?

3) How valued is the input received from the K-6 and candidate representatives on PESAR? What evidence is there?

4) Describe the process and procedures for admission to teacher education.

5) What is the process used for making changes in the admission criteria for teacher education?

6) Describe some of the discussions that have occurred in PESAR meetings during the past year.

7) Briefly explain the conceptual framework.

8) Describe the process used to develop the conceptual framework (initial NCATE visit).

9) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

10) How is the conceptual framework reflected in the admission to teacher education criteria, as well as in syllabi of methods/midtier courses, in assignments for those courses, in field experiences/internships, and in other assessments of the candidates?

11) Describe the unit's assessment system for initial and advanced professional education programs:
    - Transition points
    - Major assessments
    - Design for data collection, analysis, summary, and use
    - Use of technology to maintain the system
    - Tests for accuracy, consistency, and fairness
    - Program changes made as a result of analysis of the assessment data

12) What good-faith efforts are being made to increase diversity among candidates in the education program?

13) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **<u>including</u>** students with exceptionalities?

14) How adequate are the resources in your department so that a quality education program is provided (e.g., personnel, equipment, supplies, travel, facilities, technology, etc.)?

15) What opportunities do faculty members have for professional development?

16) Describe the curriculum approval process.

17) Describe the faculty evaluation process.

18) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

19) How do faculty members incorporate technology in their teaching and in their scholarship?

20) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

21) What is your department's policy on teaching overloads and how frequently do faculty members teach overloads, including College of Extended Learning courses?

22) How is it ensured that the education program is not fragmented by the use of part-time/adjunct faculty members and that program coherence and integrity are maintained?

23) How adequate are the library resources available to faculty members and candidates?

24) How do education candidates compare to non-education candidates in terms of overall quality (e.g., content knowledge, skills, and dispositions)?

POSSIBLE NCATE QUESTIONS ON DISPOSITIONS
(FOR ANY GROUP OR INDIVIDUAL)

(NCATE's definition of Dispositions: "The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a believe that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.")

1) When and where in the teacher education program do candidates become familiar with the dispositions expected of professionals?

2) How does the candidate's work with students, families, and communities reflect the dispositions delineated in professional, state, and institutional standards?

3) How do the professional dispositions expected of candidates relate to the unit's conceptual framework?

4) How is the development of appropriate professional dispositions by candidates systematically assessed in the education program?

5) When are candidates' dispositions assessed?

6) What assistance is provided to candidates who do not demonstrate appropriate professional dispositions?

7) Has a candidate ever been removed from the education program because of inappropriate dispositions (if yes, cite example)?

8) What assessment measures are used to ensure that all candidates model dispositions that are expected of educators?

9) What data are available to show that the dispositions of candidates are systematically assessed in the education program?

POSSIBLE

NCATE

QUESTIONS

FOR

<u>1-3 SPECIFIC INDIVIDUALS</u>

POSSIBLE NCATE QUESTIONS FOR CHANCELLOR

1) What is the overall mission and vision of the university?

2) What makes the university unique?

3) What is the role of teacher education in the overall mission of the university?

4) What evidence is there that teacher education is a university-wide commitment?

5) How are teacher education and the Department of Education Services viewed on campus by other faculty/staff members, administrators, and students?

6) Describe the relationship between the university and the K-6 schools and the university and the community.

7) What are some examples of collaboration between the university and the K-6 schools?

8) What efforts has the university made to develop a university-wide assessment system of its academic programs?

9) How does the overall quality of the faculty at the Department of Education Services compare with the overall quality of the faculty in the university (e.g., teaching, advising, research, service)?

10) What good-faith efforts are being made to increase diversity among students and faculty members?

11) What is the financial status of the university?

12) How adequate is the budget of the Department of Education Services to enable it to offer quality education programs **and** how does its budget compare with the budgets of other units on campus?

13) How adequate are the physical facilities in which the Department of Education Services is housed?

14) Briefly explain the conceptual framework that undergirds the education programs.

15) What changes do you envision in the education programs during the next five years (e.g., programs, degrees, enrollment, etc.)?

POSSIBLE NCATE QUESTIONS FOR
DEAN OF ACADEMIC AFFAIRS

1) What is the overall mission of the university?

2) What is the role of teacher education in the overall mission of the university?

3) What evidence is there that teacher education is a university-wide commitment?

4) How are teacher education and the Department of Education Services viewed on campus by other faculty/staff members, administrators, and students?

5) Describe the relationship between the university and the K-6 schools and the university and the community.

6) What are some examples of collaboration between the university and the K-6 schools?

7) What efforts has the university made to develop a university-wide assessment system of its academic programs?

8) What good-faith efforts are being made to increase diversity among students and faculty members?

9) What is the financial status of the university?

10) Describe the budgeting process used by the university (e.g., procedures for requesting and allocating funds).

11) How adequate are the resources in the university to provide quality programs (e.g., personnel, equipment, supplies, travel, facilities, technology, library)?

12) How adequate is the budget of the Department of Education Services to enable it to offer quality education programs **and** how does its budget compare with the budgets of other units on campus?

13) How adequate are the physical facilities in which the Department of Education Services is housed?

14) What opportunities do faculty members have for professional development?

15) How is faculty development activities funded?

16) How do faculty members at the Department of Education Services compare with other faculty members in the university in terms of requesting and receiving faculty development funds?

17) Describe the faculty evaluation process.

18) How are tenure and promotion decisions made?

19) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

20) How do faculty members incorporate technology in their teaching and in their scholarship?

21) How does the overall quality of the faculty at the Department of Education Services compare with the overall quality of the faculty in the university (e.g., teaching, advising, research, service)?

22) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

23) What is the university's policy on teaching overloads and how frequently do education faculty members teach overloads, including College of Extended Learning courses?

24) What is the university's hiring policies and practices regarding employment of faculty members who do not possess the terminal degree?

25) Describe the university's governance structure for professional education.

26) Describe the university's curriculum approval process.

27) Briefly explain the conceptual framework that undergirds the education programs.

28) What changes do you envision in the education programs during the next five years (e.g., programs, degrees, and enrollment)?

**POSSIBLE NCATE QUESTIONS FOR
FINANCE AND ADMINISTRATIVE DIRECTOR <u>AND</u>
DEAN OF ACADEMIC ADMINISTRATION**

1) Describe the budgeting process used by the university (e.g., procedures for requesting and allocating funds).

2) What have been the budget trends in the university over the past five years?

3) What do you anticipate the budget trends in the university to be over the next five years?

4) How have the recent budget cuts in the state affected the university?

5) How have the recent budget cuts in the state affected the Department of Education Services?

6) How adequate is the budget of the Department of Education Services to enable it to offer quality education programs?

7) Does the Department of Education Services receive its fair share of the budget compared to other units on campus? If so, what is the evidence? If not, why not?

8) How adequate are the physical facilities in which the Department of Education Services is housed?

9) Does the university have a long-range plan for building/remodeling facilities? If so, how will the Department of Education Services be affected?

10) How adequate are the technology resources to support learning, teaching, and scholarship of faculty members?

11) How adequate are the technology resources to support student learning?

POSSIBLE NCATE QUESTIONS FOR
DEAN OF ACADEMIC AFFAIRS
AND ASSOCIATE DEAN OF ACADEMIC AFAIRS
AND DIRECTOR OF CURRICULUM AND ASSESSMENT

1) What are your roles and responsibilities and in what ways do you work with the professional education programs?

2) What is the overall mission of the university?

3) What is the role of teacher education in the overall mission of the university?

4) What evidence is there that teacher education is a university-wide commitment?

5) How are teacher education and the Department of Education Services viewed on campus by other faculty/staff members, administrators, and students?

6) Describe the relationship between the university and the K-6 schools and the university and the community.

7) What are some examples of collaboration between the university and the K-6 schools?

8) What efforts has the university made to develop a university-wide assessment system of its academic programs?

9) Overall, describe the progress that has been made in the implementation of the assessment system by the professional education unit.

10) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

11) Has the Department of Education Services provided any leadership in assessment on campus? If yes, cite examples.

12) How does the overall quality of the faculty at the Department of Education Services compare with the overall quality of the faculty in the university (e.g., teaching, advising, research, service)?

13) What good-faith efforts are being made to increase diversity among students and faculty members?

14) Briefly explain the conceptual framework that undergirds the education programs.

15) Describe the governance structure for professional education.

16) Describe the university's curriculum approval process.

17) Describe the faculty evaluation process.

18) How are tenure and promotion decisions made?

19) What opportunities do faculty members have for professional development?

20) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

21) How do faculty members incorporate technology in their teaching and in their scholarship?

22) What is the university's policy on teaching overloads and how frequently do faculty members teach overloads?

23) What is the university's hiring policies and practices regarding employment of faculty members who do not possess the terminal degree?

24) What impact does the existence of a faculty union have on the operations, policies, procedures, etc. of the university?

POSSIBLE NCATE QUESTIONS FOR
DIRECTOR AND COORDINATOR OF INFORMATION
TECHNOLOGY OFFICE

1) What is the status of the availability of information technology in the university?

2) What is the status of the availability of information technology at the Department of Education Services?

3) How adequate are the information technology resources to support teaching, learning, and scholarship of faculty members in the university?

4) How adequate are the information technology resources to support teaching, learning and scholarship of faculty members at the Department of Education Services?

5) How adequate are the information technology resources to support student learning in the university?

6) How adequate are the information technology resources to support student learning at the Department of Education Services?

7) What evidence is there that faculty members are using information technology in their teaching, learning, and scholarship?

8) What evidence is there that students are using information technology in their learning?

9) What plans does the university have to enhance the availability and use of information technology by faculty members and students in the next few years?

10) Describe the university's policies on replacement and purchase of technology for faculty and staff members.

11) In what ways are faculty/staff members and students involved in decisions that are made regarding the purchase of information technology?

12) Have faculty members at the Department of Education Services provided leadership in the university in the use of information technology? If yes, please cite examples.

POSSIBLE NCATE QUESTIONS FOR
DIRECTOR OF INSTRUCTIONAL MATERIALS CENTER (IMC)
<u>AND</u> ELECTRONICS TECHNICIAN

(NOTE: A tour of the Instructional Materials Center (IMC) should be given.)

1) What are your responsibilities?

2) Briefly explain the conceptual framework.

3) Describe the process used to develop the conceptual framework (initial NCATE visit).

4) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

5) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

6) How is the conceptual framework reflected in the assessment of education candidates?

7) Describe the resources that are available in the Instructional Materials Center (IMC), including technology resources.

8) What is the relationship between the IMC and the Park Library in terms of holdings, funding, clientele served, etc.?

9) How adequate are the resources available in the IMC?

10) How adequate is the funding for the IMC?

11) What is the usage level of materials in the IMC?

12) What are the hours that the IMC is open?

13) How are decisions made regarding the addition or deletion of materials in the IMC?

14) How often is the IMC used by faculty members in Department of Education Services?

15) How often is the IMC used by faculty members in departments outside the Department of Education Services who teach the methods/midtier course(s) or who serve as subject matter student teaching supervisors?

POSSIBLE NCATE QUESTIONS FOR
DIRECTOR OF LIBRARY <u>AND</u> STAFF MEMBER(S)

(NOTE: A tour of the Library should be given that focuses on education and technology resources.)

1) How are library resources allocated?

2) How does the share of library resources allocated for the education programs compare with the share of library resources allocated for other programs in the university?

3) How adequate <u>and</u> accessible are the library resources to enable the unit to offer quality undergraduate education programs?

4) How adequate <u>and</u> accessible are the library resources to enable the unit to offer quality graduate education programs through the doctoral level?

5) What is the procedure that faculty members use to request acquisitions?

6) What are the factors used in determining if an acquisitions request will be granted?

7) What is the procedure for "weeding" library materials?

8) Is the library involved in the curriculum process (i.e., approving a new course or program)? If so, how?

9) How do candidates enrolled in off-campus courses have access to library resources?

10) How does the library collaborate with the Department of Education Services to ensure that adequate and appropriate resources are available to students and faculty members?

11) What technology resources are available to students and faculty members in the library?

12) What evidence is there to indicate that professional education faculty members and students frequently use the library resources?

POSSIBLE NCATE QUESTIONS FOR
AFFIRMATIVE ACTION OFFICER

(NCATE's definition of Diversity: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.")

1) What good-faith efforts are being made to increase diversity among faculty members at UPR-PONCE?

2) How successful has UPR-PONCE been during the past five years in recruiting diverse faculty members?

3) How successful has the Department of Education Services been during the past five years in recruiting diverse faculty members?

4) How diverse is UPR-PONCE's faculty compared to the residents in the immediate geographical area?

5) How diverse is UPR-PONCE's faculty compared to the residents in the state of Michigan?

6) Describe the faculty recruitment process.

7) How is it assured that diverse candidates are considered for faculty positions at UPR-PONCE?

8) What resources has the university allocated to recruit diverse faculty members?

9) How adequate are the resources allocated to recruit diverse faculty members?

10) What efforts are made by UPR-PONCE to retain diverse faculty members?

11) What special efforts, if any, has the Department of Education Services made to recruit and retain diverse faculty members?

12) What role does the Affirmative Action Office have in implementing the "Strategic Plan for Achieving Diversity at UPR-PONCE?"

POSSIBLE NCATE QUESTIONS FOR
DEAN <u>AND</u> ASSOCIATE DEAN OF ACADEMIC AFFAIRS AND
THE DIRECTOR OF THE DEPARTMENT OF EDUCATION
SERVICES (DES)

1) What is the overall mission of the university?

2) What is the role of teacher education in the overall mission of the university?

3) In what ways do you and the faculty members in Department of Education Services regularly communicate and collaborate with the dean and the faculty members in the other colleges?

4) In what ways do you and the faculty members at the Department of Education Services regularly communicate and collaborate with the K-6 schools and the community?

5) Briefly explain the conceptual framework.

6) Describe the process used to develop the conceptual framework (initial NCATE visit).

7) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

8) Describe the unit's assessment system for initial professional education programs:
    - Transition points
    - Major assessments
    - Design for data collection, analysis, summary, and use
    - Use of technology to maintain the system
    - Tests for accuracy, consistency, and fairness
    - Program changes made as a result of analysis of the assessment data

9) How is the conceptual framework reflected in the assessment of education candidates?

10) How is feedback from K-6 partners, from candidates enrolled in the programs, and from graduates from the programs obtained to help improve the quality of the education programs and how is that feedback used (cite evidence)?

11) How is it assured that ALL education candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **<u>including</u>** students with exceptionalities?

12) How are ALL candidates assured of having field experiences/clinical practice in settings with students from diverse populations, **<u>including</u>** students with exceptionalities?

13) What good-faith efforts are being made to increase diversity among candidates and faculty members at the Department of Education Services?

14) Describe the budget process (e.g., how are funds requested, allocated, etc.).

15) How adequate are the resources at the Department of Education Services to provide quality education programs (e.g., personnel, equipment, supplies, travel, technology, etc.)?

16) Does the Department of Education Services receive its fair share of the budget compared to other units on campus? Explain.

17) What opportunities in the unit do faculty members have for professional development and do they regularly take advantage of them?

18) Describe the governance structure for professional education.

19) Describe the university's curriculum approval process.

20) Describe the faculty evaluation process.

21) How are tenure and promotion decisions made?

22) How are faculty evaluations systematically used to improve teaching, scholarship, and service?

23) How do faculty members at the Department of Education Services compare with other faculty members in the university in terms of quality of teaching, scholarship, and service?

24) How do faculty members incorporate technology in their teaching and in their scholarship?

25) Describe a typical workload of a faculty member for a semester (e.g., teaching, advising, service, research).

26) What is the unit's policy on teaching overloads and how frequently do faculty members teach overloads, including College of Extended Learning courses?

27) What are the unit's hiring policies and practices regarding employment of faculty members who do not possess the terminal degree?

28) Discuss the hiring of part-time/adjunct faculty members related to qualifications, orientation, professional development opportunities, evaluation, etc.

29) How is it ensured that programs are not fragmented by the use of part-time/adjunct faculty members and that program coherence and integrity are maintained?

30) What is the relationship between the Department of Education Services and the College of Graduate Studies regarding candidate admission, advisement, monitoring of progress, recommendation for graduation, curriculum approval, etc.?

31) How adequate are the library resources available to faculty/staff members and candidates and do they regularly use them?

32) How adequate are the physical facilities in which the Department of Education Services is housed?

33) Describe the strategic/long-range plan for the Department of Education Services.

34) What changes do you envision in the education programs during the next five years (e.g., programs, degrees, enrollment, etc.)?

POSSIBLE NCATE QUESTIONS FOR
DIRECTOR OF DEPARTMENT OF EDUCATION SERVICES

1) What are your responsibilities?

2) In what ways do you regularly communicate and collaborate with faculty members in the departments outside the Department of Education Services?

3) In what ways do you regularly communicate and collaborate with other offices on campus?

4) In what ways do you regularly communicate and collaborate with the K-6 schools?

5) How is UPR-PONCE's professional education program viewed by teachers and administrators in the K-6 schools and by the community?

6) Briefly explain the conceptual framework.

7) Describe the process used to develop the conceptual framework (initial NCATE visit).

8) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

9) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

10) How is the conceptual framework reflected in the assessment of education candidates?

11) Describe the process that would be used to change a requirement for admission to the teacher education program.

12) How often candidates are denied admission to teacher education?

13) What is the most common reason(s) why a candidate is denied admission to teacher education?

14) What services are provided to students who are denied admission?

15) Describe the teacher education interview process.

16) What does the interview assess?

17) What efforts have been made to test the admission criteria for accuracy, consistency, and fairness?

18) How are candidates identified and assisted if they have difficulties in the midtier experience and/or in student teaching?

19) How does the unit assess candidate impact on student learning?

20) How is assessment data shared with faculty members?

21) What evidence is there that assessment data are used to improve the teacher education program?

22) Describe the certification system in Michigan.

23) What good-faith efforts are being made to increase diversity among candidates in teacher education?

24) What do you perceive to be the major strength and weakness of UPR-PONCE's teacher education program?

25) How is technology used in the admission to teacher education process?

POSSIBLE NCATE QUESTIONS FOR
MIDTIER FIELD EXPERIENCE COORDINATOR
<u>AND</u> STUDENT TEACHING COORDINATOR
<u>AND</u> TEACHER EDUCATION ADVISOR

1) What are your responsibilities?

2) In what ways do you regularly communicate and collaborate with faculty members in the departments outside the Department of Education Services?

3) In what ways do you regularly communicate and collaborate with other offices on campus?

4) In what ways do you regularly communicate and collaborate with the K-6 schools?

5) How is UPR-PONCE's professional education program viewed by teachers and administrators in the K-6 schools and by the community?

6) Briefly explain the conceptual framework.

7) Describe the process used to develop the conceptual framework (initial NCATE visit).

8) Describe the changes that were made in the conceptual framework since the previous NCATE visit and the reasons for the changes (continuing NCATE visit).

9) How is the conceptual framework reflected in syllabi, course assignments, field experiences/internships, and teaching?

10) Describe the unit's assessment system for initial and advanced professional education programs:
   - Transition points
   - Major assessments
   - Design for data collection, analysis, summary, and use
   - Use of technology to maintain the system
   - Tests for accuracy, consistency, and fairness
   - Program changes made as a result of analysis of the assessment data

11) How is the conceptual framework reflected in the assessment of education candidates?

12) How do candidates become aware of the requirements and procedures for admission to the teacher education program?

13) Describe the advisement process for teacher education candidates.

14) What services are provided to candidates who are denied admission to teacher education or who have difficulty meeting all of the admission criteria?

15) Describe the sequence of field experiences that candidates complete during their program.

16) Describe the process used to place candidates for the midtier experience and for student teaching.

17) How are K-6 partners involved in jointly determining the specific placements of student teachers?

18) How is it assured that ALL candidates participate in field experiences that include students with exceptionalities **and** students from diverse backgrounds?

19) What information is disseminated to the cooperating teachers of the midtier candidates and student teachers regarding expectations, evaluation, etc.?

20) How and by whom are candidates assessed in the midtier experience and in student teaching?

21) What input do the cooperating teacher and the subject matter specialist have in the evaluation of student teachers?

22) How are candidates identified and assisted if they have difficulties in the midtier experience and in student teaching?

23) How is assessment data shared with faculty members?

24) What evidence is there that assessment data are used to improve the teacher education program?

25) What evidence is there that candidates who complete the program have the knowledge and skills to use technology to support their teaching and learning?

26) How does the unit assess candidate impact on student learning?

27) How is it assured that ALL candidates acquire the knowledge, skills, and dispositions to work with diverse students in K-6 schools, **<u>including</u>** students with exceptionalities?

28) How is it assured that candidates possess adequate content knowledge when they complete the education program?

29) What methods are used to assess the dispositions expected of candidates?

30) What good-faith efforts are being made to increase diversity among candidates and faculty members in the education program?

31) Describe the process used to evaluate university student teaching supervisors.

32) What do you perceive to be the major strength and weakness of UPR-PONCE's teacher education program?

POSSIBLE NCATE QUESTIONS ON DISPOSITIONS
(FOR ANY INDIVIDUAL OR GROUP)

(NCATE's definition of Dispositions: "The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a believe that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.")

1) When and where in the teacher education program do candidates become familiar with the dispositions expected of professionals?

2) How does the candidate's work with students, families, and communities reflect the dispositions delineated in professional, state, and institutional standards?

3) How do the professional dispositions expected of candidates relate to the unit's conceptual framework?

4) How is the development of appropriate professional dispositions by candidates systematically assessed in the education program?

5) When are candidates' dispositions assessed?

6) What assistance is provided to candidates who do not demonstrate appropriate professional dispositions?

7) Has a candidate ever been removed from the education program because of inappropriate dispositions (if yes, cite example)?

8) What assessment measures are used to ensure that all candidates model dispositions that are expected of educators?

9) What data are available to show that the dispositions of candidates are systematically assessed in the education program?