

Template for the Institutional Report for On-site Visits
National Council for Accreditation of Teacher Education
May 2008

The following Institutional Report (IR) template should be used by institutions hosting their first visit, a regular continuing accreditation visit, a focused visit, or a probation visit. This IR template includes the prompts or questions to which the institution should respond for each standard. The electronic version of the template for writing the IR online should be available in NCATE's Accreditation Information Management System (AIMS) at aims.ncate.org approximately four months before the visit. Detailed instructions for completing the IR online will be available in AIMS.

Responses that have been prepared in Word or another word processing program can be cut and pasted into the online template. The full text of the IR should not exceed 65 pages, but responses to each prompt in the template will be limited to a maximum number of characters. The 11 required tables must be attached to the response for the appropriate standard element; they are not included in the character limits. The required tables may be modified slightly to address institutional differences in terminology and available data. Guidelines for completing the IR tables can be accessed from AIMS or the institution section of NCATE's website at www.ncate.org.

Institutions have found it helpful to identify the exhibits or evidence that will support the claims that they make in their responses to each prompt. The hyperlinks to these key exhibits can be embedded in the text that is written in response to each prompt. Another option is to attach a list of the relevant exhibits for each prompt.

OVERVIEW
(Approximately 3 pages)

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. The Institution

1. What is the institution's historical context? [1-2 paragraphs]
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)]?

B. The Unit

1. How many candidates are enrolled in programs preparing them to work in P-12 schools? (Update the data from the most recent AACTE/NCATE annual report.)
2. What is the size of the professional education faculty, including graduate assistants? How many of them are full-time, and part-time? How many graduate assistants teach education courses? What do the data in Table 1 tell the unit about its faculty? (Complete Table 1.)

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 (often called adjunct faculty) | # of graduate teaching assistants teaching or supervising clinical practice |
|----------------------|--|--|--|---|
| Professors | | | | |
| Associate Professors | | | | |
| Assistant Professors | | | | |
| Instructors | | | | |
| Lecturers | | | | |
| Other | | | | |
| TOTAL | | | | |

3. What programs are offered for the preparation of teachers for the first license to teach? What do the data in Table 2 tell the unit about its initial teacher preparation programs? (Complete Table 2.)

Table 2
Initial Teacher Preparation* Programs and Their Review Status

| Program Name | Award Level (e.g., Bachelor's or Master's) | Number of Candidates Enrolled or Admitted | Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents) | Program Report Submitted for Review (Yes/No) | State Approval Status (e.g., approved or provisional) | National Recognition Status by NCATE** |
|---|--|---|--|--|---|--|
| EXAMPLE: Elementary Education | Bachelor's | 300 | ACEI | Yes | Approved | Nationally Recognized |
| EXAMPLE: ESL | Post-Bacc | 30 | TESOL | Yes | Approved | Recognized with Conditions |
| EXAMPLE: Mathematics Ed | Post-Bacc | 17 | NCTM | Yes | Approved | Revised report submitted |
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*NCATE’s definition of initial teacher preparation differs with the definitions used by some states. For NCATE reviews, use NCATE’s definition in the glossary of the standards book.

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

4. What programs are offered for the advanced preparation of licensed teachers and other school professionals? What do the data in Table 3 tell the unit about its advanced programs? (Complete Table 3.)

Table 3
Advanced Preparation* Programs and Their Review Status

| Program Name | Award Level (e.g., Master’s or Doctorate) | Number of Candidates Enrolled or Admitted | Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents) | Program Report Submitted for Review (Yes/No) | State Approval Status (e.g., approved or provisional) | National Recognition Status by NCATE** |
|---|---|---|--|--|---|--|
| EXAMPLE: Curriculum & Instruction | Master’s | 54 | NA | No | NA | NA |
| EXAMPLE: Educational Leadership | Specialist & Doctorate | 11 | ELCC | Yes | Approved | Nationally Recognized |
| EXAMPLE: Elementary Education | Master’s | 23 | ACEI | Yes | NA | Recognized with Conditions |
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*NCATE’s definition of initial teacher preparation differs with the definitions used by some states. For NCATE reviews, use NCATE’s definition in the glossary of the standards book.

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

5. What programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?
6. **(Continuing Visits 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 changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.)

CONCEPTUAL FRAMEWORK
(Approximately 3-4 pages)

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:
 - a. the vision and mission of the unit
 - b. philosophy, purposes, goals, and institutional standards of the unit
 - c. knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
 - d. 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
 - e. summarized description of the unit’s assessment system

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 PROFESSIONAL DISPOSITIONS (Approximately 12-20 pages)

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content knowledge, pedagogical content knowledge and skills, 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.

1a. Content Knowledge 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 candidates who already hold a teaching license.]

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 initial teacher preparation programs? What programs do not have an 80 percent or above pass rate? What do the data in Table 4 tell the unit about its candidates? (This

information could be updated from Title II data submitted to the state or program reports prepared for national review. Complete Table 4.)

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

| Program | # of Test Takers | % Passing at State Cut Score |
|---|----------------------|------------------------------|
| Overall Pass Rate for the Unit (across all initial teacher preparation programs) | EXAMPLE 72 | EXAMPLE 97% |
| EXAMPLE: Elementary | EXAMPLE 33 | EXAMPLE 95% |
| EXAMPLE: Secondary English | EXAMPLE 7 | EXAMPLE 100% |
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2. 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.)

3. 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?

4. 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? (A table summarizing the results related to content knowledge could be attached here.)

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.)

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.
3. What data indicate that candidates can integrate technology in their teaching?
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? (A table summarizing the results related to pedagogical content knowledge and skills could be attached here.)

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 who already hold a teaching license.]

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?
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?
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? (A table summarizing the results related to professional and pedagogical knowledge and skills could be attached 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.)

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?
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? (A table summarizing the results related to student learning could be attached here.)

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? What do the data in Table 5 tell the unit about its candidates? Complete Table 5.)

Table 5
Pass Rates on Content 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) | EXAMPLE 24 | EXAMPLE 95% |
| EXAMPLE: Educational Leadership | EXAMPLE 12 | EXAMPLE 100% |
| EXAMPLE: School Psychology | EXAMPLE 3 | EXAMPLE 100% |
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2. 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.)

3. 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?
4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional knowledge and skills? If survey data are being reported, what was the response rate? (A table summarizing the results related to professional knowledge and skills could be attached here.)

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.)
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? (A table summarizing the results related to support for student learning could be attached here.)

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?
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? (A table summarizing the results related to support for student learning could be attached here.)

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
(Approximately 6-8 pages)

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

[Note: Include programs for teachers, including licensure and non-licensure 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. What key assessments are used to monitor candidate performance at the transition points in Table 6? (Complete Table 6.)

Table 6
Unit Assessment System: Transition Point Assessments

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

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?

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?

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?

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
(Approximately 6-8 pages)

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional 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. In what ways have the unit’s partners participated 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?

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

1. What field experiences and clinical practice are 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. (Complete Table 7.)

Table 7
Field Experiences and Clinical Practice by Program

| Program | Field Experiences | Clinical Practice (Student Teaching or Internship) | Total Number of Hours |
|--|---|---|----------------------------|
| EXAMPLE: Art, Music, & Physical Education, preK-12 (BA/BS, Initial) | EXAMPLE: Three practicum experiences, minimum 15 hours each in elementary, middle, and high school; direct VSA Art and two art festival nights for local schools; total 45-50 hours | EXAMPLE: Two 8-week, full-time student teaching placements in two settings: elementary, middle, and/or high school; total 560 hours | EXAMPLE: 605-610 |
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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?

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?

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 (Approximately 6-8 pages)

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

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. How diverse are the faculty who work with education candidates? What do the data in Table 8 tell the unit about its faculty? Diversity characteristics beyond those in Table 8 should be discussed. (Complete Table 8 with basic diversity data that should exist at an institution.)

**Table 8
Faculty Demographics**

| | Prof. Ed. Faculty in Initial Teacher Preparation Programs* | Prof. Ed. Faculty in Advanced Programs* | All Faculty in the Institution | School-based Faculty Who Supervise Clinical Practice |
|--|---|--|---|---|
| | n (%) | n (%) | n (%) | n (%) |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Native Hawaiian or Other Pacific Islander | | | | |
| Hispanic or Latino | | | | |
| White | | | | |
| Two or more races | | | | |
| Race/ethnicity unknown | | | | |
| Total | | | | |
| | | | | |
| Female | | | | |
| Male | | | | |
| Total | | | | |

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

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. How diverse are candidates in the initial teacher preparation and advanced preparation programs? Diversity characteristics beyond those in Table 9 should be discussed. How diverse is the geographical area from which candidates are drawn? What do the data in Table 9 tell the unit about its candidates? (Complete Table 9 with basic diversity data that should exist at an institution.)

**Table 9
Candidate Demographics**

| | Candidates in Initial Teacher Preparation Programs | Candidates in Advanced Preparation Programs | All Students in the Institution | Diversity of Geographical Area Served by Institution |
|---|---|--|--|---|
| | n (%) | n (%) | n (%) | % |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Native Hawaiian or Other Pacific Islander | | | | |
| Hispanic or Latino | | | | |
| White | | | | |
| Two or more races | | | | |
| Race/ethnicity unknown | | | | |
| Total | | | | |
| | | | | |
| Female | | | | |
| Male | | | | |
| Total | | | | |

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?

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT
(Approximately 6-8 pages)

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. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? What do the data in Table 11 tell the unit about the qualification of its faculty? (Complete Table 11 with data which may be compiled from the tables submitted for national or state program review.)

Table 11
Faculty Qualification Summary

| Faculty Member Name | Highest Degree, Field, & University ¹ | Assignment: Indicate the role of the faculty member ² | Faculty Rank ³ | Tenure Track (Yes/No) | Scholarship, ⁴ Leadership in Professional Associations, and Service: ⁵ List up to 3 major contributions in the past 3 years ⁶ | Teaching or other professional experience in P-12 schools ⁷ |
|---------------------|--|--|---------------------------|-----------------------|--|--|
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¹ e.g., PhD in Curriculum & Instruction, University of Nebraska

² e.g., faculty, clinical supervisor, department chair, administrator

³ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

⁴ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁵ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution's and unit's mission.

⁶ e.g., officer of a state or national association, article published in a specific journal, an evaluation of a local school program

⁷ Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, inservice training, teaching in a PDS), indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

2. What expertise qualifies faculty members without terminal degrees for their assignments?
3. How does the unit ensure that school faculty members are licensed in the areas they teach or are supervising?
4. What contemporary professional experiences in school settings does higher education clinical faculty have?

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 assessment 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?

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] (A table could be attached to show different scholarly activities in which faculty members are involved and the number involved in each activity.)

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? (A table could be

attached to show different service activities in which faculty members are involved and the number involved in each activity.)

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

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.]

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
(Approximately 4-6 pages)

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?

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?

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?

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.]

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?

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?