

**BOARD OF EXAMINERS ONSITE REPORT:
CONTINUOUS IMPROVEMENT PATHWAY**

Name of Institution
Dates of Onsite Visit

Onsite BOE Team Members:

Onsite BOE Team Observers:

, State Consultant

**BOARD OF EXAMINERS ONSITE REPORT:
CONTINUOUS IMPROVEMENT PATHWAY**

Summary for Professional Education Unit

Institution:

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions		
2. Assessment System and Unit Evaluation		
3. Field Experiences and Clinical Practice		
4. Diversity		
5. Faculty Qualifications, Performance, and Development		
6. Unit Governance and Resources		

N/A = Not Applicable (Programs not offered at this level)

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions		
2. Assessment System and Unit Evaluation		
3. Field Experiences and Clinical Practice		
4. Diversity		
5. Faculty Qualifications, Performance, and Development		
6. Unit Governance and Resources		

N/A = Not Applicable (Programs not offered at this level)

I. Introduction

I.1 Brief Overview of the institution and the unit.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses,

teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

III. Unit Standards

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

Candidates preparing to work in schools as teachers or other school professionals 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.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

1.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

1.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target.

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

	[BOE specifies which is present and which is not in their findings.]		
--	--	--	--

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale

1.4 Recommendations

	Standard 1	Movement Toward Target
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

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

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a *Movement Toward Target.* Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

2.2.b *Continuous Improvement.* What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

2.2.b.i *Strengths.* What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target.

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

2.3 Areas for Improvement and Rationales

2.3.a *What AFIs have been removed?*

AFI	AFI Rationale

2.3.b *What AFIs are continued from last visit?*

AFI	AFI Rationale

2.3.c *What new AFIs are recommended?*

AFI	AFI Rationale

2.4 Recommendations

	Standard 2	Movement Toward Target
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing)

		<input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

3.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

3.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target.

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. <p style="text-align: center;"><u>AND</u></p> There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. <p style="text-align: center;"><u>OR</u></p> There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. <p style="text-align: center;"><u>AND</u></p> There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. <p style="text-align: center;"><u>AND</u></p> There are plans and timelines for sustaining target level performance as described in the unit standard.

	their findings.]		
--	------------------	--	--

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale

3.4 Recommendations

	Standard 3	Movement Toward Target
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable

STANDARD 4: DIVERSITY

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

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit’s performance.

4.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

4.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target.

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

4.3.c What new AFIs are recommended?

AFI	AFI Rationale

4.4 Recommendations

	Standard 4	Movement Toward Target
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

5.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

5.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target.

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.

standard. <u>AND</u> There are no plans and timelines for attaining target level performance as described in the unit standard.	<u>OR</u> There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	standard. <u>AND</u> There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	<u>AND</u> There are plans and timelines for sustaining target level performance as described in the unit standard.
--	---	---	---

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

5.3.c What new AFIs are recommended?

AFI	AFI Rationale

5.4 Recommendations

	Standard 5	Movement Toward Target
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this

standard?

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

6.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

6.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target.

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

6.3.c What new AFIs are recommended?

AFI	AFI Rationale

6.4 Recommendations

	Standard 6	Movement Toward Target
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable	<input type="checkbox"/> At Target (attained) <input type="checkbox"/> Moving Toward Target (emerging or developing) <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Applicable

IV. Sources of Evidence

1. Documents reviewed
2. Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

V. State Addendum (If applicable):