NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS Report

NCATE Board of Examiners Team:
Chair
Team Member 1
Team Member 2
Team Member 3
…

State Team:
State Member 1
State Member 2
State Member 3
…
State Consultant:
State Consultant

NEA or AFT Representative:
Representative / No Representative

NCATE Staff Observer:

Transformation Initiative Pilot Visit to:

INSTITUTION

City, State

Date

SUMMARY FOR PROFESSIONAL EDUCATION UNIT
National Council for Accreditation of Teacher Education

Institution:

Recommendation regarding unit's continuation to meet Standards		Team Findings	
		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		

M = Standard Met
NM = Standard Not Met
NA = Not Applicable (Programs not offered at this level)

Recommendation regarding Progress of the unit's TI		
Progress/Status		Recommendations
1		
2		
3		
4		
5		
6		

I. INTRODUCTION

1. Brief **overview** of the institution and the unit. (Character Limit: 4,000)

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? (Character Limit: 3,000)

3. **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.). (Character Limit: 3,000)

4. **Unusual circumstances** (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit. (Character Limit: 3,000)

II. CONCEPTUAL FRAMEWORK. Overview of the unit's conceptual framework and how it is integrated across the unit. (Character Limit: 5,500)

III. THE TRANSFORMATION INITIATIVE (Character Limit: 5,500)

TI.1 Summary of the Transformation Initiative

TI.2 Status of TI Implementation

TI.3 Statement about TI Findings

TI.4 Recommendations on Further Implementation of the TI

TI.5 Next Steps for Reporting to NCATE

IV. 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. Findings related to the areas of concern and evidence to be validated that were cited in the offsite BOE report

1.2. Progress of the TI related to this standard, if applicable:

1.3. Areas for Improvement

Previous Areas for Improvement Corrected

AFI	AFI Rationale

Previous Areas for Improvement Continued

AFI	AFI Rationale

New Areas for Improvement

AFI	AFI Rationale

1.4 Recommendation for Standard 1

Initial Teacher Preparation	☐ Met ☐ Not Met ☐ Not Applicable
Advanced Preparation	☐ Met ☐ Not Met ☐ Not Applicable

1.5 Recommendation related to the TI (Character Limit: 3,000)

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. Findings related to the areas of concern and evidence to be validated that were cited in the offsite BOE report

2.2. Progress of the TI related to this standard, if applicable:

2.3. Areas for Improvement

Previous Areas for Improvement Corrected

AFI	AFI Rationale

Previous Areas for Improvement Continued

AFI	AFI Rationale

New Areas for Improvement

AFI	AFI Rationale

2.4 Recommendation for Standard 2

Initial Teacher Preparation	• Met • Not Met • Not Applicable
Advanced Preparation	• Met • Not Met • Not Applicable

2.5 Recommendation related to the TI (Character Limit: 3,000)

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. Findings related to the areas of concern and evidence to be validated that were cited in the offsite BOE report

3.2. Progress of the TI related to this standard, if applicable

3.3. Areas for Improvement

Previous Areas for Improvement Corrected

AFI	AFI Rationale

Previous Areas for Improvement Continued

AFI	AFI Rationale

New Areas for Improvement

AFI	AFI Rationale

3.4 Recommendation for Standard 3

Initial Teacher Preparation	• Met • Not Met • Not Applicable
Advanced Preparation	• Met • Not Met • Not Applicable

3.5 Recommendation related to the TI (Character Limit: 3,000)

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. Findings related to the areas of concern and evidence to be validated that were cited in the offsite BOE report

4.2. Progress of the TI related to this standard, if applicable:

4.3. Areas for Improvement

Previous Areas for Improvement Corrected

AFI	AFI Rationale

Previous Areas for Improvement Continued

AFI	AFI Rationale

New Areas for Improvement

AFI	AFI Rationale

4.4 Recommendation for Standard 4

Initial Teacher Preparation	• Met • Not Met • Not Applicable
Advanced Preparation	• Met • Not Met • Not Applicable

4.5 Recommendation related to the TI (Character Limit: 3,000)

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. Findings related to the areas of concern and evidence to be validated that were cited in the offsite BOE report

5.2. Progress of the TI related to this standard, if applicable:

5.3. Areas for Improvement

Previous Areas for Improvement Corrected

AFI	AFI Rationale

Previous Areas for Improvement Continued

AFI	AFI Rationale

New Areas for Improvement

AFI	AFI Rationale

5.4 Recommendation for Standard 5

Initial Teacher Preparation	• Met • Not Met • Not Applicable
Advanced Preparation	• Met • Not Met • Not Applicable

5.5 Recommendation related to the TI (Character Limit: 3,000)

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. Findings related to the areas of concern and evidence to be validated that were cited in the offsite BOE report

6.2. Progress of the TI related to this standard, if applicable

6.3. Areas for Improvement

Previous Areas for Improvement Corrected

AFI	AFI Rationale

Previous Areas for Improvement Continued

AFI	AFI Rationale

New Areas for Improvement

AFI	AFI Rationale

6.4 Recommendation for Standard 6

Initial Teacher Preparation	• Met • Not Met • Not Applicable
Advanced Preparation	• Met • Not Met • Not Applicable

6.5 Recommendation related to the TI (Character Limit: 3,000)

IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents reviewed

Persons interviewed

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