



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

***** *Report*

Team Members

Continuous Improvement Pilot Visit to:

INSTITUTION NAME

Location

Visit Date

Type of Visit:
Visit Types

Board of Examiners Report for Continuous Improvement Pilot Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:

Team Recommendations:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable
2. Assessment System and Unit Evaluation	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable
3. Field Experiences and Clinical Practice	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable
4. Diversity	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable
5. Faculty Qualifications, Performance, and Development	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable
6. Unit Governance and Resources	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable	<input style="width: 100%; height: 20px;" type="text"/> Standard Met Standard Not Met Not Applicable

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.

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 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

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1.4 Strengths. What areas of the standard are being addressed at the target level?

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1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

AFI Number &Text	AFI Rationale

1.5.2 What AFIs remain and why?

AFI Number & Text	AFI Rationale

1.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI Number & Text	AFI Rationale

1.6 Recommendation for Standard 1

Initial Teacher Preparation	<input type="text"/> Met Not Met Not Applicable
Advanced Preparation	<input type="text"/> Met Not Met 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 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

2.4 Strengths. What areas of the standard are being addressed at the target level?

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed?

AFI Number &Text	AFI Rationale

2.5.2 What AFIs remain and why?

AFI Number & Text	AFI Rationale

2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI Number & Text	AFI Rationale

2.6 Recommendation for Standard 2

Initial Teacher Preparation	<div style="border: 1px solid black; padding: 2px;"><input type="text"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Met Not Met Not Applicable</div>
Advanced Preparation	<div style="border: 1px solid black; padding: 2px;"><input type="text"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Met Not Met Not Applicable</div>

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?

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3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

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3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

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3.4 Strengths. What areas of the standard are being addressed at the target level?

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3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

AFI Number & Text	AFI Rationale

3.5.2 What AFIs remain and why?

AFI Number & Text	AFI Rationale

3.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI Number & Text	AFI Rationale

3.6 Recommendation for Standard 3

Initial Teacher Preparation	<input type="text"/> Met Not Met Not Applicable
Advanced Preparation	<input type="text"/> Met Not Met 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 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

4.4 Strengths. What areas of the standard are being addressed at the target level?

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

AFI Number & Text	AFI Rationale

4.5.2 What AFIs remain and why?

AFI Number & Text	AFI Rationale

4.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI Number & Text	AFI Rationale

4.6 Recommendation for Standard 4

Initial Teacher Preparation	<input type="text"/> Met Not Met Not Applicable
Advanced Preparation	<input type="text"/> Met Not Met 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 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

5.4 Strengths. What areas of the standard are being addressed at the target level?

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed?

AFI Number & Text	AFI Rationale

5.5.2 What AFIs remain and why?

AFI Number & Text	AFI Rationale

5.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI Number & Text	AFI Rationale

5.6 Recommendation for Standard 5

Initial Teacher Preparation	<input type="text"/> Met Not Met Not Applicable
Advanced Preparation	<input type="text"/> Met Not Met 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?

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6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

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6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

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6.4 Strengths. What areas of the standard are being addressed at the target level?

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6.5 Areas for Improvement and Rationales

6.5.1 What AFIs have been removed?

AFI Number & Text	AFI Rationale

6.5.2 What AFIs remain and why?

AFI Number & Text	AFI Rationale

6.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI Number & Text	AFI Rationale

6.6 Recommendation for Standard 6

Initial Teacher Preparation	<input type="text"/> Met Not Met Not Applicable
Advanced Preparation	<input type="text"/> Met Not Met Not Applicable

IV. SOURCES OF EVIDENCE

Documents Reviewed

Persons Interviewed

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

(Optional) State Addendum: