RECOMMENDED EVIDENCE LIST FOR
PILOT
TRANSFORMATION INITIATIVE (TI) OPTIONS
(Pilot Phase through Fall 2015)

The exhibits listed below help BOE teams to evaluate whether or not NCATE unit standards continue to be met. In most cases, this list of exhibits, the information available in NCATE's Accreditation Information Management System (AIMS), and tables in the TIIR represent all of the evidence needed to demonstrate that an institution continues to meet the NCATE unit standards. If the exhibits presented do not provide sufficient evidence that a standard is met, the Offsite BOE Team will inform the institution in its feedback report so that the institution will have the opportunity to provide additional evidence in the IR addendum and for the onsite visit.

The institutional report exhibits should be organized by standard and can be hyperlinked or accessed through a website. In some instances, one exhibit may be related to more than one standard; the exhibit and its link should be referenced for each standard to which it applies. Please double-check each link to ensure that the intended documents or pages in a long document are accurate and functioning.

Assigned BOE team members will have access in AIMS to the following information and documents:

- the unit's third-party testimony,
- program reports submitted for national review,
- national recognition reports,
- program reports for state reviews and state findings,
- Title II reports for previous 3 years, and
- AACTE/NCATE part C annual reports from PEDS.

List of TI Evidence, including data and documents

Summary of the Transformation Initiative

TI.4.a	Evidence of TI progress
TI.4.b	Rationale for and evidence of changes in implementation

Overview & Conceptual Framework

I.4.a	Conceptual framework(s)

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.

1.4.a	Evidence of TI-related changes to candidate content knowledge, pedagogical content knowledge, and professional knowledge and skills, if TI is related to this standard.
1.4.b	Evidence to support correction of areas for improvement, if any.
1.4.c	State program review documents and state findings from the most recent visit(s) (For program information NOT already available in AIMS)
1.4.d	Key assessments and scoring guides used for assessing candidate learning and dispositions against standards and proficiencies identified in the unit's conceptual framework (For program information NOT already available in AIMS)
1.4.e	Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework disaggregated by program, and for off-campus, distance learning, and alternative route programs, as appropriate
1.4.f	Examples of candidates' assessment and analysis of P-12 student learning
1.4.g	Follow-up studies of graduates and summaries of the results
1.4.h	Employer feedback on graduates and summaries of the results
1.4.i	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools including student achievement data, when available
1.4.j	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)

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.

2.4.a	Evidence of TI-related changes to the unit's assessment system including the requirements and key assessments used at transition points, if TI is related to this standard.
2.4.b	Evidence to support correction of areas for improvement, if any
2.4.c	Procedures for ensuring fairness, accuracy, consistency, and freedom of bias for key assessments of candidate performance and evaluations of program quality and unit operations.
2.4.d	Policies and procedures for data use that demonstrate how data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements.
2.4.e	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

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.

3.4.a	Evidence of TI-related changes to field experiences and clinical practices, if TI is related to this standard.
3.4.b	Evidence to support correction of areas for improvement, if any
3.4.c	Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty
3.4.d	Documentation of the preparation of clinical faculty for their roles (e.g., orientation and other meetings/trainings)
3.4.e	Descriptions of requirements for field experiences and clinical practice in programs for initial and advanced teacher candidates and other school professionals
3.4.f	Guidelines for student teaching and internships (e.g., handbooks)
3.4.g	Assessments and scoring rubrics/criteria used in field experiences and clinical practice for initial and advanced teacher candidates and other school professionals (Cross reference as appropriate from assessment available in AIMS or submitted as exhibits in Standard 1)

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.

4.4.a	Evidence of TI-related changes in the area of diversity, if TI is related to this standard.
4.4.b	Evidence to support correction of areas for improvement, if any.
4.4.c	Changes in curriculum components and experiences that address diversity proficiencies, if any.
4.4.d	Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.4.e	Data table on faculty demographics. If not available through PEDS report, see Appendix A for an example.
4.4.f	Data table on candidates demographics. If not available through PEDS report, see Appendix B for an example.
4.4.g	Data table on demographics of P-12 students in schools used for clinical practice. See Appendix C for an example.

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.

5.4.a	Evidence of TI-related changes in the area of faculty qualifications
5.4.b	Evidence to support correction of areas for improvement, if any
5.4.c	Data table on faculty qualifications (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.4.d	Licensure information on school/ clinical faculty (e.g., cooperating/mentor teachers, internships supervisors, etc.) practice)
5.4.e	Samples of faculty scholarly activities
5.4.f	Sample forms for faculty evaluation and summaries of the results
5.4.g	Description of opportunities for professional development

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.

6.4.a	Evidence of TI-related changes in the area of unit leadership and resources
6.4.b	Evidence to support correction of areas for improvement, if any
6.4.c	Organizational chart and/or description of the unit governance structure
6.4.d	Candidate recruitment and admission policies
6.4.e	Unit budget, with provisions for assessment, technology, and professional development and in comparison to units with clinical components on campus or similar units at other campuses
6.4.f	Faculty workload policies and summaries of faculty workloads