

Guiding Questions for the Conceptual Framework

The Conceptual Framework is a key component of the Preconditions Report. It serves to demonstrate that the educator preparation provider (EPP), previously referred to as the unit, has the capacity to be successful on a first accreditation visit.

When the Annual Report and Preconditions Audit (ARPA) Committee reviews the conceptual framework, it determines if the EPP demonstrates a shared vision for the EPP's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The ARPA Committee considers the following questions in conducting their review:

Precondition	Guiding Questions
<p>4.1 A brief description provides an overview of the unit's conceptual framework.</p>	<ul style="list-style-type: none"> • Are the key conceptual framework elements (e.g., mission, themes, proficiencies, etc.) described?
<p>4.2 The vision and mission of both the institution and unit are clearly described.</p>	<ul style="list-style-type: none"> • Are the vision and mission of the EPP and institution provided? <p>There should be <u>at least</u> a mission or vision statement from the EPP and institution, but both may not be provided.</p>
<p>4.3 The unit's philosophy, purposes, and goals/organizational standards support its conceptual framework.</p>	<ul style="list-style-type: none"> • Are the EPP's philosophy, purposes, and goals/organizational standards provided? • Are there links between the philosophy, purpose, and goals/organizational standards and the conceptual framework? <p>An EPP may not have a philosophy, purpose, <u>and</u> goals/organizational standards, but it should have additional information about what informs and guides the conceptual framework.</p>
<p>4.4 Knowledge bases, including theories, research, the wisdom of practice, and education policies support the unit's conceptual framework.</p>	<ul style="list-style-type: none"> • Are theories, research, experience, and/or policies provided? • Do the sources support the conceptual framework? • Are there multiple and recent sources? • Is a bibliography provided that includes sources?
<p>4.5 Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, are aligned with the expectations in professional, state, and institutional standards</p>	<ul style="list-style-type: none"> • Are there proficiencies clearly identified and described? • Do the proficiencies align to state, professional, and institutional standards? • Are there proficiencies related to diversity and technology? • Do the proficiencies support the conceptual framework? <p>Proficiencies should be able to be measurable and assessed. Professional standards could include SPA (e.g., NCTM) standards, INTASC standards for initial programs, and NBPST standards for advanced programs.</p>

4.6 A summarized description of the unit's assessment system includes descriptions of

1. the transition points;

2. key assessments;

3. process for assuring the unit's assessments are fair, accurate, consistent, and free from bias;

4. system for handling candidates who have not met unit expectations;

5. plan for evaluating unit operations;

6. summary of candidate performance on assessments conducted for admission into programs; and

7. summary of a sample of candidate performance at exit.

- Is an overview of the assessment system provided?

- Are the transition points identified?
- What are the requirements at each transition point?
- How are those requirements assessed?
- When do key assessments occur?

At minimum there need to be transition points at program admission and completion.

Note: NCATE Standard 2 requires transitions points at admission into the program, appropriate points during the program, and program completion.

- Are the key assessments identified and described?
- What proficiencies do the key assessment measure?

- How does the EPP assure that assessments are fair, accurate, consistent, and free of bias?

- How does the EPP respond, if a candidate does not meet the requirements at transition points or specific proficiencies?

- Does the plan include evaluation activities related to governance, planning, budget, personnel, facilities, services and procedures
- What is the timeline for when activities occur?

- Are data at admission provided?
- Does the data correspond to information provided at the admission transition point?
- Is at least one semester of data provided?
- Are the sample size, timeframe, and program for the data provided?

- Are data at completion provided?
- Does the data correspond to information provided at the completion transition point?
- Is at least one semester of data provided?
- Are the sample size, timeframe, and program for the data provided?