

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

Name of Institution
Month Day, Year Time

Offsite BOE Team Members

Offsite BOE Team Observers

, State Consultant
, NCATE Staff

BOARD OF EXAMINERS OFFSITE REPORT: CONTINUOUS IMPROVEMENT PATHWAY

The Purpose the of BOE Offsite Report

One of the key features of the Continuous Improvement (CI) Pathway is the combination of formative and summative processes. *The BOE Offsite Report provides formative feedback from the offsite review meeting. The BOE Onsite Report provides a summative evaluation of the findings from the onsite visit.*

The following BOE Offsite Report indicates areas of concern on which the Onsite BOE Team will focus during the upcoming visit. In addition, the last section for each standard is a list of evidence that the team plans to validate during the visit to ensure that the standards continue to be met. This validation will occur as the team interviews faculty, administrators, school-based partners, and other members of the professional community. Validation could also occur in the visits to schools and observations on campus. The validation list also includes some specific documentation that the team would like to review during the onsite visit. In some cases, the Offsite Team members could not locate a document or open a link and have requested that the Onsite Team review those documents.

The BOE Offsite Team has conducted a thorough review of the Institutional Report and exhibits to produce this report; however, the BOE Onsite Team is not limited to these findings. If the team is unable to validate information, or if further or contradictory information is found, the Onsite BOE Team may request additional evidence and/or cite new concerns as areas for improvement.

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

I. Movement Toward Target

Please indicate the standard(s) on which the unit selected to demonstrate movement toward target:

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

II. 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 Preliminary Findings

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

1.1.b How were unit programs reviewed by the BOE? What trends emerged? What do these trends reveal about the unit's programs?

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?

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>

1.3 Feedback on correcting previous areas for improvement (AFIs)

1.3.a What AFIs are recommended for removal?

AFI Number & Text	Apply to	AFI Rationale

1.3.b What AFIs are continued from last visit?

AFI Number & Text	Apply to	AFI Rationale

1.4 Areas of concern related to continuing to meet the standard

1. *Rationale:*

1.5 Evidence for the BOE Team to validate during the onsite visit

- 1.

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 Preliminary 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?

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 Feedback on correcting previous areas for improvement (AFIs)

2.3.a What AFIs are recommended for removal?

AFI Number & Text	Apply to	AFI Rationale

2.3.b What AFI's are continued from last visit?

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2.4 Areas of concern related to continuing to meet the standard

1. *Rationale:*

2.5 Evidence for the BOE Team to validate during the onsite visit

- 1.

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 Preliminary 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?

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. <i><u>OR</u></i>	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. <i><u>AND</u></i>

<u>AND</u>	There are no plans and timelines for attaining target level performance as described in the unit standard.	<u>AND</u>	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.
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3.3.a What AFIs are recommended for removal?

AFI Number & Text	Apply to	AFI Rationale

3.3.b What AFIs are continued from last visit?

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3.4 Areas of concern related to continuing to meet the standard

1. *Rationale:*

3.5 Evidence for the BOE Team to validate during the onsite visit

- 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.

4.1 Preliminary 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?

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>

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4.3.a What AFIs are recommended for removal?

AFI Number & Text	Apply to	AFI Rationale

4.3.b What AFIs are continued from last visit?

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4.4 Areas of concern related to continuing to meet the standard

1.

Rationale:

4.5 Evidence for the BOE Team to validate during the onsite visit

1.

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 Preliminary 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?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
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5.3.b What AFI's are continued from last visit?

AFI Number & Text	Apply to	AFI Rationale

5.4 Areas of concern related to continuing to meet the standard

1. *Rationale:*

5.5 Evidence for the BOE Team to validate during the onsite visit

- 1.

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 Preliminary 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?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and	Clear, convincing and	Clear, convincing and	Clear, convincing and

<p>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>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>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>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>
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6.4 Areas of concern related to continuing to meet the standard

1. *Rationale:*

6.5 Evidence for the BOE Team to validate during the onsite visit

- 1.

Sources of Evidence

Institution's Institutional Report
Annual Reports and Program Reports in NCATE's Accreditation Information Management System (AIMS)
Website and Exhibits of Institution