

**PILOT  
INSTITUTIONAL REPORT:  
TRANSFORMATION INITIATIVE OPTION  
(Pilot Period through Fall 2015)**

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**Name of Institution  
Dates/Year of the Onsite Visit**

**Insert Name(s) of Unit Head/Author(s)**

## **INSTITUTIONAL REPORT: TRANSFORMATION INITIATIVE OPTION**

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**For TRANSFORMATION INITIATIVE Visits in SPRING 2012 TO FALL 2015 (PILOT PHASE)**  
Updated OCTOBER 2011

### **Guidelines for Institutional Report and Exhibits**

The **Institutional Report (IR)** and **Exhibits** outlined below should be used for the professional education unit engaged in a **Transformation Initiative** with an onsite visit during the pilot phase of implementation scheduled for spring 2012 through fall 2015.

#### **1. Institutional Report**

Units may submit their IRs in one of the following two formats:

- The online template in NCATE's Accreditation Information Management System (AIMS) with prompts and maximum character limitations for each of the responses.
- As a Word document which is uploaded into AIMS. There are no maximum character limitations for each response; however, the IR should be no longer than 41 pages.

The purpose of the Transformation Initiative Institutional Report is two-fold:

- (i) To provide evidence that candidates continue to meet national standards, and
- (ii) To report on the status and implementation of the Transformation Initiative.

#### **2. Data Expectations**

*Related to (i) above, continuing to meet national standards:*

NCATE expects institutions to regularly and systematically collect, compile, aggregate, summarize, analyze, and use data throughout the full (five to seven years) accreditation cycle between onsite visits. For the purposes of unit accreditation, a limited number of years of data are required. Data reported in the IR are for the most recent 12-month period. When the BOE team conducts the onsite visit, three years of data must be available. Institutions that do not meet this minimum requirement will have an area for improvement (AFI) cited under Standard 2, indicating that the unit is not regularly and/or systematically collecting and summarizing assessment data.

For programs that were nationally reviewed through Specialized Professional Associations (SPAs) or through a state process that required the review of assessments and data, the unit's IR reports only assessments and data on (1) professional dispositions and (2) proficiencies identified in the unit's conceptual framework. No additional assessment data for these programs are required for Standard 1. Assessments and data collected after the submission of programs for national or state review must be available at the time of the onsite visit. When the state review process does not include assessments, scoring guides, and data on candidate outcomes, the unit is required to provide one year of data in the IR and have three years of data available for the onsite visit.

*Related to (ii) above, reporting on the status and implementation of the TI:*

Data and documents should provide evidence of TI-related changes in each standard area, where appropriate. The TI data expectation is to present the accumulated data available at the time of submission of the IR. For some institutions this may represent a year of data or less; other institutions may have more than 3 years of data to submit.

#### **3. Exhibits**

Exhibits supporting the IR should be provided with direct URL links to each of the exhibits under the last prompt of the standards sections OR made available through the unit's electronic exhibit room. The complete list of exhibits is available on the [NCATE website](#). The exhibits must be made available at the time of IR submission.

#### **4. Glossary**

For clarification of terms, please refer to NCATE glossary available in the *Professional Standards for the Accreditation of Teacher Preparation Institutions* book and on NCATE website.

**\* PLEASE DELETE THE ABOVE GUIDELINES PRIOR TO THE SUBMISSION OF YOUR IR AND EXHIBITS. PLEASE DO NOT DELETE THE COVER PAGE. \***

## INSTITUTIONAL REPORT: TRANSFORMATION INITIATIVE OPTION

### I. Overview and Conceptual Framework

- I.1 What are the institution’s historical context, mission and unique characteristics (e.g., HBCU or religious)? [one paragraph]
- I.2 What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators? [2-4 paragraphs]
- I.3 What are the significant changes, if any, made to the conceptual framework since the last NCATE review? [2-4 paragraphs]
- I.4 Exhibits

I.4.a	Conceptual framework(s)
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### TI. Summary of the Transformation Initiative

- TI.1 Provide a brief overview of the TI. [maximum of one page]
- TI.2 What is the status/progress of TI implementation? [maximum of two pages]
- TI.3 What are the significant changes, if any, in the TI implementation since the TI proposal was approved? [maximum of one page]
- TI.4 Exhibits

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

### II. Unit Standards

- 1 ***Standard 1. 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 What are the significant changes, if any, in what candidate assessment data tell the unit about candidates’ meeting professional, state, and institutional standards and their impact on P-12 student learning? Include a statement about programs not nationally/state reviewed, using data and results from key assessments. [maximum of two pages]
  - 1.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
  - 1.3 Transformation Initiative [maximum of three pages]
    - Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.

- Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

#### 1.4 Exhibits

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)

**2. *Standard 2. 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 What are the significant changes in how the unit uses its assessment system to improve candidate performance, program quality and unit operations? [maximum of two pages]
- 2.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
- 2.3 Transformation Initiative [maximum of three pages]
- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
  - Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

#### 2.4 Exhibits

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

**3. Standard 3. 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 What are the significant changes in how the unit works with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn? [maximum of two pages]
- 3.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
- 3.3 Transformation Initiative [maximum of three pages]
- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
  - Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard.

3.4 Exhibits

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)

**4. Standard 4. 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 What are the significant changes in how the unit prepares candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area? [maximum of two pages]

- 4.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
- 4.3 Transformation Initiative [maximum of three pages]
- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard.
  - Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard. , if TI is related to this standard.

4.4 Exhibits

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. <u>If not available through PEDS report, see Appendix A for an example.</u>
4.4.f	Data table on candidates demographics. <u>If not available through PEDS report, see Appendix B for an example.</u>
4.4.g	Data table on demographics of P-12 students in schools used for clinical practice. See Appendix C for an example.

**5. *Standard 5. 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 What are the significant changes in how the unit ensures that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance? [maximum of two pages]
- 5.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
- 5.3 Transformation Initiative [maximum of three pages]
- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard..
  - Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard..

5.4 Exhibits

5.4.a	Evidence of TI-related changes in the area of faculty qualifications, if TI is related to this standard.
5.4.b	Evidence to support correction of areas for improvement, if any
5.4.c	Data table on faculty qualifications ( <u>If not available in PEDS report, see Appendix D for</u>

	an example. 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.)
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

**6. Standard 6. 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 What are the significant changes in how the unit’s governance system and resources contribute to adequately prepare candidates to meet professional, state, and institutional standards? [maximum of two pages]
- 6.2 Summarize activities and assessments that demonstrate correction of any areas for improvement from the previous visit, if applicable. [maximum of one page]
- 6.3 Transformation Initiative [maximum of three pages]
- Summarize activities and changes based on data on candidate performance and program quality that are related to the TI, if TI is related to this standard..
  - Discuss plans for sustaining and enhancing progress on the TI in this area, if TI is related to this standard..

6.4 Exhibits

6.4.a	Evidence of TI-related changes in the area of unit leadership and resources, if TI is related to this standard.
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

**Appendix A**

Diversity of Professional Education Faculty  
Standard 4, Element b

	Prof. Ed. Faculty Who Teach Only in Initial Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based Faculty (Optional) n (%)
<b>Hispanic/Latino of any race</b>					
<b>For individuals who are non-Hispanic/ Latino only:</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Native Hawaiian or Other Pacific Islander</b>					
<b>White</b>					
<b>Two or more races</b>					
<b>Race/Ethnicity Unknown</b>					
<b>TOTAL</b>					
<b>Male</b>					
<b>Female</b>					
<b>TOTAL</b>					

**Appendix B**

Diversity of Candidates in Professional Education  
Standard 4, Element c

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution %
<b>Hispanic/Latino of any race</b>				
<b>For individuals who are non-Hispanic/ Latino only</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Native Hawaiian or Other Pacific Islander</b>				
<b>White</b>				
<b>Two or more races</b>				
<b>Race/Ethnicity Unknown</b>				
<b>TOTAL</b>				
<b>Male</b>				
<b>Female</b>				
<b>TOTAL</b>				



