NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

★★★★★★★★★★★★★★★★★★★★★★★★ *Report*

Team Members

Accreditation Visit to:

INSTITUTION NAME
Location
Visit Date

Type of Visit:
Visit Types

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	▼ Standard Met Standard Not Met Not Applicable	▼ Standard Met Standard Not Met Not Applicable
2. Assessment System and Unit Evaluation	▼ Standard Met Standard Not Met Not Applicable	▼ Standard Met Standard Not Met Not Applicable
3. Field Experiences and Clinical Practice	▼ Standard Met Standard Not Met Not Applicable	▼ Standard Met Standard Not Met Not Applicable
4. Diversity	▼ Standard Met Standard Not Met Not Applicable	▼ Standard Met Standard Not Met Not Applicable
5. Faculty Qualifications, Performance, and Development	▼ Standard Met Standard Not Met Not Applicable	▼ Standard Met Standard Not Met Not Applicable
6. Unit Governance and Resources	▼ Standard Met Standard Not Met Not Applicable	▼ Standard Met Standard Not Met Not Applicable

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

2. Describe the type 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?
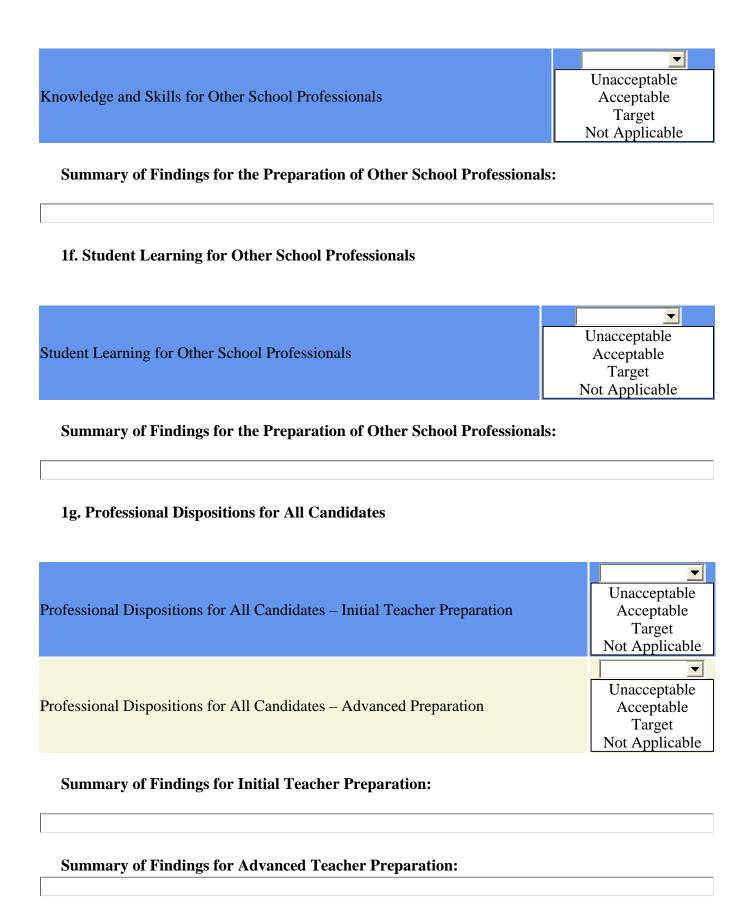
[   ]

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.).

[   ]

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.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

[   ]

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

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. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

  ʝ   ʝ

If your answer is "No" to above question, provide an explanation.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

Summary of Findings for Advanced Teacher Preparation:

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	[▼] **Unacceptable** **Acceptable** **Target** **Not Applicable**
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	[▼] **Unacceptable** **Acceptable** **Target** **Not Applicable**

Summary of Findings for Initial Teacher Preparation:

Summary of Findings for Advanced Teacher Preparation:

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

Summary of Findings for Advanced Teacher Preparation:

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Student Learning for Teacher Candidates – Advanced Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

Summary of Findings for Advanced Teacher Preparation:

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for the Preparation of Other School Professionals:

[   ]

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for the Preparation of Other School Professionals:

[   ]

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Professional Dispositions for All Candidates – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[   ]

Summary of Findings for Advanced Teacher Preparation:

[   ]

Summary of Findings for the Preparation of Other School Professionals:

Overall Assessment of Standard

[   ]

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

[   ]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 1

Initial Teacher Preparation	[▼] Met Not Met Not Applicable
Advanced Preparation	[▼] Met Not Met Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

jn   jn

If your answer is "No" to above question, provide an explanation.

[ ]

2a. Assessment System

Assessment System – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Assessment System – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[ ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[ ]

2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation	[▼] Unacceptable Acceptable

	Target Not Applicable
	▼
Data Collection, Analysis, and Evaluation – Advanced Preparation	Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[ ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[ ]

2c. Use of Data for Program Improvement

	▼
Use of Data for Program Improvement – Initial Teacher Preparation	Unacceptable Acceptable Target Not Applicable
Use of Data for Program Improvement – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[ ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[ ]

Overall Assessment of Standard

[ ]

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

[ ]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 2

Initial Teacher Preparation	[▼] Met Not Met Not Applicable
Advanced Preparation	[▼] Met Not Met Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

ﾉﾝ   ﾉﾝ

If your answer is "No" to above question, provide an explanation.

[   ]

3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Collaboration between Unit and School Partners – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[   ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[   ]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[   ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

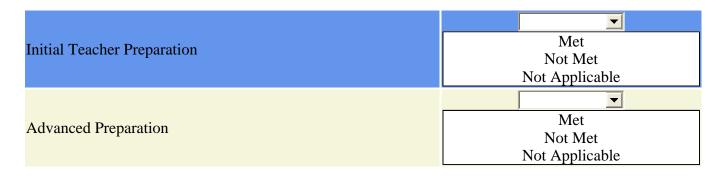|	
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Overall Assessment of Standard

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 3

Initial Teacher Preparation	[dropdown ▼] Met Not Met Not Applicable
Advanced Preparation	[dropdown ▼] Met Not Met Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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.
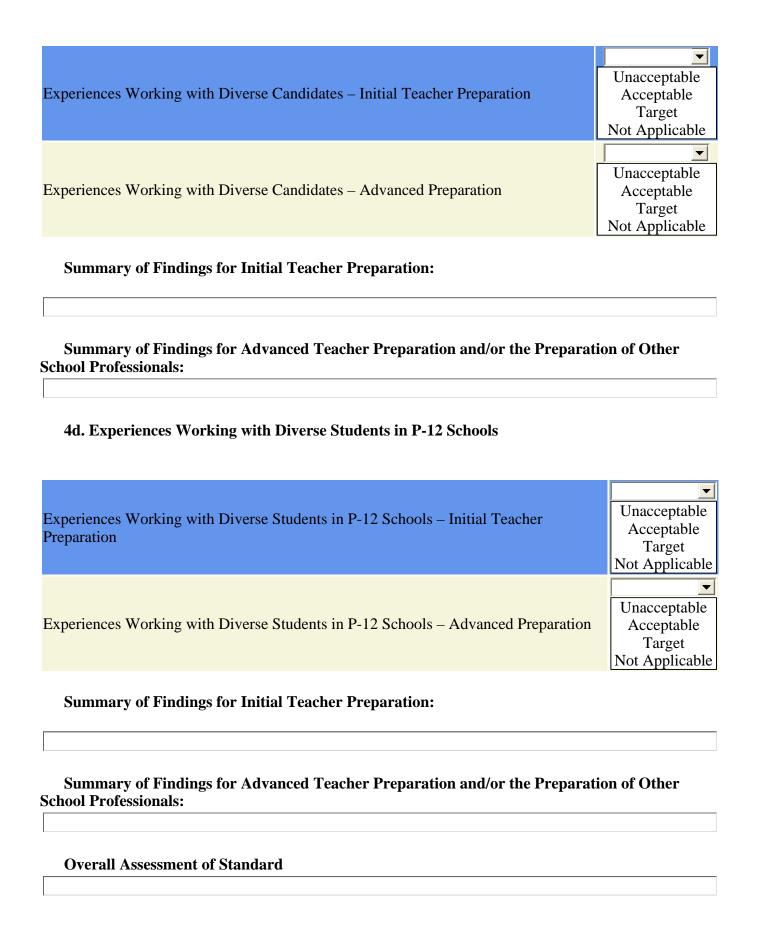
Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

j̈n   j̈n

If your answer is "No" to above question, provide an explanation.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[   ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[   ]

4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Experiences Working with Diverse Faculty – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation

[   ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[   ]

4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Experiences Working with Diverse Candidates – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[ ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[ ]

4d. Experiences Working with Diverse Students in P-12 Schools

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for Initial Teacher Preparation:

[ ]

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

[ ]

Overall Assessment of Standard

[ ]

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is

deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 4

Initial Teacher Preparation	▼ Met Not Met Not Applicable
Advanced Preparation	▼ Met Not Met Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)
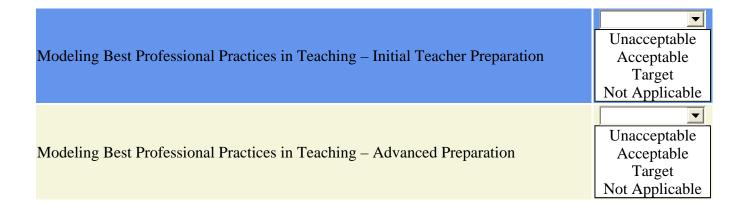
Yes   No

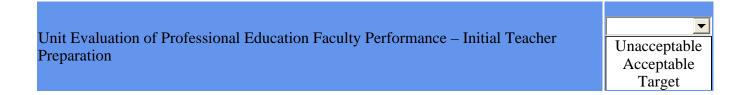jn   jn

If your answer is "No" to above question, provide an explanation.

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Qualified Faculty – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Modeling Best Professional Practices in Teaching – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced

Preparation):

[   ]

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Modeling Best Professional Practices in Scholarship – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

[   ]

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target Not Applicable
Modeling Best Professional Practices in Service – Advanced Preparation	[▼] Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

[   ]

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	[▼] Unacceptable Acceptable Target

	Not Applicable
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

[ ]

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Unit Facilitation of Professional Development – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

[ ]

Overall Assessment of Standard

[ ]

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

[ ]

Areas for Improvement and Rationales

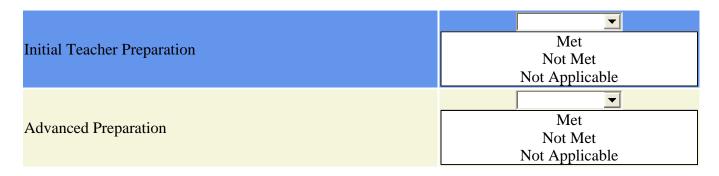**AFIs from last visit: Corrected**

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs:

AFI Number & Text	AFI Rationale

Recommendation for Standard 5

Initial Teacher Preparation	[dropdown ▼] Met / Not Met / Not Applicable
Advanced Preparation	[dropdown ▼] Met / Not Met / Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

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.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No
 jn   jn

If your answer is "No" to above question, provide an explanation.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Unit Leadership and Authority – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

[ ]

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Unit Budget – Advanced Preparation	▼ Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

[ ]

6c. Personnel

Personnel – Initial Teacher Preparation	▼ Unacceptable Acceptable Target Not Applicable
Personnel – Advanced Preparation	▼ Unacceptable Acceptable Target

	Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	▼
	Unacceptable Acceptable Target Not Applicable
Unit Facilities – Advanced Preparation	▼
	Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	▼
	Unacceptable Acceptable Target Not Applicable
Unit Resources including Technology – Advanced Preparation	▼
	Unacceptable Acceptable Target Not Applicable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Overall Assessment of Standard

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been

demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 6

Initial Teacher Preparation	▼ Met Not Met Not Applicable
Advanced Preparation	▼ Met Not Met Not Applicable

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed

Persons Interviewed

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