Institutional Report Format

The institutional report format is to be used by institutions or not-for-profit entities submitting an institutional report to the Illinois State Educator Preparation Licensure Board (SEPLB) and the State Board of Education for approval. The institutional report must meet the requirements of the 23 Illinois Administrative Code, Part 25, Section 25.115 Recognition of Institutions and Educational Units, and Approval of Programs and Section 25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit: [http://www.isbe.net/rules/archive/pdfs/25ark.pdf](http://www.isbe.net/rules/archive/pdfs/25ark.pdf).

Rule Update Notice: There are rules that are currently being amended and all institutional reports shall meet the requirements set forth in the new rules.

This format does not address the quality of the institutional report; however it will help to guide the applicant in providing information which is needed for submission of an institutional report.

Instructions: Use this form for the submission of an institutional report. The report shall not exceed 85 pages in length. In lieu of attachments, embed documents where the information is requested. When embedding documents is not feasible, save the documents into a zip file. Hyperlinks to handbooks, catalogs, brochures, and other published materials containing information can be included within the text of the document. Please submit your institutional report electronically to your ISBE consultant: Jennifer Gross (jgross@isbe.net), Diane Lacopo (dlacopo@isbe.net), or Stephanie Robinson (strobins@isbe.net). Also email a copy to Henri Fonville (hfonvill@isbe.net).

For internal use only: Dates of the scheduled on-site visit ___________________________
**Contact Information**

Date of Submission to State Board of Education:

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**Overview**

1. Describe the institution’s characteristics including:
   - the control (e.g., public or private),
   - the type of institution (e.g., private, land grant, or HBI),
   - the location (e.g., urban, rural, or suburban area),
   - the branch campuses and/or off-campus sites and,
   - other characteristics (e.g., residential or commuter, religious affiliation, characteristics of the student body, not-for-profit status, traditional or alternative programs).

Per the **23 Administrative Code Section 25.155 (c) (2)**

2. Describe the professional education unit.
   - State the name of the unit.
   - State the unit’s mission.
   - List the unit’s purposes or goals.

3. Identify its authority and list its responsibilities for professional education.

4. Describe its coordination with the institution’s various other educator preparation programs.

5. Identify the dean, chair, or director who is officially designated to represent the educational unit and is assigned the authority and responsibility for its overall administration and operation.

6. Include a chart of the administrative and organizational structure of the unit.
7. Include a chart of the organizational structure of institution, including the position of the unit and its reporting authority.

8. State the written policies and procedures which guide the operation of the educational unit.

9. State the unit’s policies for:
   - monitoring and evaluating its operations,
   - the quality of its offerings,
   - performance of candidates, and
   - effectiveness of its graduates.

10. State the unit’s published criteria for:
    - admission to and exit from all initial and advanced preparation programs for professional educators, and
    - provision for summary reports of candidate performance at exit.

11. Include a chart containing the following information for each program:
    - program name
    - type of degree and/or certification
    - program level-initial or advance
    - number of required hours or modules
    - name of the organizations whose standards are used (state, national, professional)

Faculty
12. Include a chart containing the following information for the unit:
    - the total number of faculty in the unit.
    - the number of full-time faculty in the unit.
    - the number of part-time or adjunct faculty in the unit.
    - the number of faculty members holding terminal degrees.

Conceptual Framework
Per the 23 Illinois Administrative Code Section 25.155 (d).

13. Provide an overview of the unit’s conceptual framework including:
    - a brief description of the framework(s), and
    - a description of how the conceptual framework was developed and who was involved in the development.

14. Briefly, describe how the unit will develop the unit’s conceptual frameworks that shall address each of the “structural elements” of conceptual frameworks enumerated in the “Professional Standards for the Accreditation of Teacher Preparation Institutions’ (2008), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D. C. 20036-1023: 
   http://www.ncate.org/standards/ncateunitstandards/unitstandardsineffect2008/tabid/476/default.a
The unit’s structural elements are as follows:

- vision
- mission
- philosophy
- purposes
- goals
- institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that can drive the work of the unit
- candidate proficiencies related to the expected knowledge, skills, and professional dispositions, expectations in professional, state, and institutional standards
- summarized description of the unit’s assessment system

**Standards**

15. Describe how the unit meets each of the standard elements.

- Describe any significant differences among programs and include subheadings for each other following categories as applicable:
  - a) initial teacher preparation,
  - b) advanced teacher preparation, and
  - c) other school professionals.

- Identify significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs.

- Embed evidence to support the descriptions or include links to key exhibits within the document.

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

**Description of the standard:** 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.

- **Note for programs which prepare school professionals who are not teachers** such as educational technology specialists, instructional technology specialists, reading specialists/literacy coaches, school leaders, principals, curriculum and instruction specialists, superintendents, school library media specialists, school psychologists, special education administrators, educational diagnosticians, special education technology specialists, technology facilitators, technology leaders…etc. complete section V. Knowledge and Skills for Other School Professionals, section VI. Student Learning For Other School Professionals and section VII. Professional Dispositions for All Candidates.
• **Note for programs which are for the initial and advanced preparation of teachers:** complete sections I-IV and section VII. Initial teacher preparation programs include all programs that prepare individuals for their first license in teaching. These programs can be offered at the undergraduate or graduate levels. Advanced programs include programs for licensed teachers continuing their education. All advanced level programs are taught at the graduate level.

**I. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES**

_(Initial and Advanced Preparation of Teachers)_

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit’s program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.

16. Create a table which includes:
   - the name of each program
   - the name of the licensure test for that program
   - the number of test takers
   - the percentage of candidates passing the state licensure test
   - the overall pass rate for the Unit (across all programs for the preparation of teacher educators).

| New Programs: If any of the programs are new programs in which no test results are available, then indicate that the program is a new program and write “not applicable” in the fields for the number of test takers and the percentage of candidates passing the state licensure test. |

17. Provide evidence from other key assessments which demonstrates that candidates in initial teacher preparation programs have the content knowledge required by professional, state, and institutional standards.

| New programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future. |

18. Provide the results of any follow up studies of graduates and employers regarding the graduates’ preparation in the content area.

| **New programs:** If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding the graduates’ preparation in the content area. |
II. PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES
(Initial and Advanced Preparation of Teachers)

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.

19. **For initial teacher preparation programs only**, provide evidence from key assessments which demonstrates that candidates in initial teacher preparation programs have the pedagogical content knowledge and skills required by professional, state, and institutional standards.

**New Programs:** If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

20. **For advanced teacher preparation programs only**, provide evidence from key assessments which demonstrates that candidates in advanced teacher educator programs know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices that they make in their practice.

**New Programs:** If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

21. Provide the results of any follow up studies of graduates and employers regarding the graduates’ preparation in pedagogical content knowledge.

**New Programs:** If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding the graduates’ preparation in pedagogical content knowledge.

III. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES
(Initial and Advanced Preparation of Teachers)

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school,
family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

22. **For initial teacher preparation programs only**, provide evidence from key assessments which demonstrates that candidates in initial teacher preparation programs have the professional and pedagogical knowledge and skills required by professional, state, and institutional standards.

**New Programs**: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

23. **For initial teacher preparation programs only**, provide evidence from key assessments which demonstrates that candidates in initial teacher preparation programs:

- consider the school, family, and community contexts and
- the prior experiences of students;
- reflect on their own practice;
- know the major schools of thought about schooling, teaching, and learning; and
- can analyze educational research findings.

**New Programs**: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

24. **For advanced teacher preparation programs only**, provide evidence from key assessments which demonstrates that candidates in advanced teacher educator programs:

- reflect on their practice,
- engage in professional activities,
- have a thorough understanding of the school, family, and community contexts in which they work,
- collaborate with the professional community,
- are aware of current research and policies related to schooling, teaching, learning, and best practices,
- can analyze educational research and policies, and
- explain the implications for their own practice and the profession.
New Programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

25. Provide the results of any follow up studies of graduates and employers regarding the graduates’ preparation related to professional and pedagogical knowledge and skills.

New Programs: If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding the graduates’ preparation related to professional and pedagogical knowledge and skills.

IV. STUDENT LEARNING FOR TEACHER CANDIDATES
(Initial and Advanced Preparation of Teachers)
Acceptable evidence of meeting the standard as defined by the NCATE rubric: Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.

26. For initial teacher preparation programs only, provide evidence from key assessments which indicate that candidates in initial teacher preparation programs can:
   • access and analyze student learning,
   • make appropriate adjustments to instruction,
   • monitor student learning, and
   • develop and implement meaningful learning experiences to help all students learn.

New Programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

27. For advanced teacher preparation programs only, provide evidence from key assessments which demonstrates that candidates in advanced teacher educator programs:
   • demonstrate a thorough understanding of the major concepts and theories related to assessing student learning,
   • regularly apply them in their practice,
   • analyze student, classroom, and school performance data;
   • make data-driven decisions about strategies for teaching and learning, and
   • are aware of and utilize school and community resources that support student learning.
New Programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

28. Provide the results of any follow up studies of graduates and employers regarding the graduates’ ability to help all students learn.

New Programs: If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding the graduates’ ability to help all students learn.

V. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit’s program completers pass the academic content examinations in states that require such examinations for licensure.

29. Create a table which includes:
- the name of each program
- the name of the licensure test for that program
- the number of test takers
- the percentage of candidates passing the state licensure test
- the overall pass rate for the Unit (across all programs for the preparation of other school professionals).

New Programs: If any of the programs are new programs in which no test results are available, then indicate that the program is a new program and write “not applicable” in the fields for the number of test takers and the percentage of candidates passing the state licensure test.

30. Provide evidence from other key assessments which demonstrates that candidates in other school professional programs have the content knowledge required by professional, state, and institutional standards.

New programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

31. Provide the results of any follow up studies of graduates and employers regarding the knowledge and skills of other school professionals.
**New Programs:** If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding the knowledge and skills of other school professionals.

**VI. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS**

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

32. Provide evidence from key assessments which demonstrates that candidates in other school professional programs can create positive environments for student learning, including building on:
   - the developmental levels of students,
   - the diversity of students, families, and communities; and
   - the policy contexts within which they work.

**New programs:** If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

33. Provide the results of any follow up studies of graduates and employers regarding graduates’ ability to create positive environments for student learning.

**New Programs:** If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding graduates’ ability to create positive environments for student learning.

**VII. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES**

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.

34. State the professional dispositions that candidates are expected to demonstrate by the completion of the programs.

35. Using course work and key assessments provide evidence that the candidates can demonstrate that they are developing professional dispositions related to the fairness and the belief that all students can learn.
New programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

36. Provide evidence from other key assessments which shows that candidates have acquired the professional dispositions that they are expected to demonstrate by the completion of the program.

New programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

37. Provide the results of any follow up studies of graduates and employers regarding graduates’ demonstration of professional dispositions.

New Programs: If any of the programs are new programs for which no data exists, then describe the measures that will be taken to collect data about graduates and employers regarding graduates’ demonstration of professional dispositions.

Standard 2: Assessment System and Unit Evaluation
Description of the standard: 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.

I. ASSESSMENT SYSTEM
Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community. The unit’s system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit’s operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.

38. Describe how the unit ensures that the assessment system collects information on candidate proficiencies outlined in:

- the unit’s conceptual framework,
- state standards,
- national standards, and
- professional standards.

39. Create a table which includes the following information regarding the unit assessment system program’s transition point assessments:
• program
• admission
• entry to clinical practice
• exit from clinical practice
• program completion
• after program completion.

40. Describe how the unit assessment system is evaluated and by whom.

41. Explain how the unit ensures that its assessment procedures are fair, accurate, consistent, and free of bias.

42. Describe the assessments and evaluate measures that are used to manage and improve the operations and programs of the unit.

II. DATA COLLECTION, ANALYSIS, AND EVALUATION

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit maintains records of formal candidate complaints and documentation of their resolution. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.

43. Describe the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality. Include the following information in the description:

• an explanation on how data is collected
• details regarding from whom (applicants, candidates, graduates, faculty) data are collected
• details describing how often data is summarized and analyzed and by whom
• a description of the formats (reports, tables, charts, graphs) in which data is summarized and analyzed
• details regarding the information technologies used to maintain the unit’s assessment system

44. Explain how the unit disaggregates candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs.
45. Describe how the unit maintains records of formal candidate complaints and their resolutions.

III. USE OF DATA FOR PROGRAM IMPROVEMENT

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations. Faculty has access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.

46. Explain how the unit regularly and systematically uses data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences.

47. Describe the data-driven changes that have occurred over the past three years.

48. State the type of access that faculty members have to candidate assessment data and/or data systems.

49. Explain how the assessment data are shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs.

Standard 3: Field Experiences and Clinical Practice

Description of the standard: 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.

I. COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and unit share expertise to support candidates’ learning in field experiences and clinical practice.

50. Describe the contributions of the unit’s partners in the design, delivery, and evaluation of the unit’s field and clinical experiences.

51. Describe the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships.

52. Explain how the unit and its school partners share expertise and resources to support candidates’ learning in field experiences and clinical practice.
II. DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit’s conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting.

Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors.

Clinical faculty, which includes both higher education and P–12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.

Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

53. State the entry and exit requirements for clinical practice.

54. Create a table which contains the following information regarding field experiences and clinical practices for each program:
   - program name
   - field experiences
   - clinical practice (student teaching or internship)
   - total number of hours
55. Explain how the unit systematically ensures that candidates develop proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs.

56. Describe how the unit systematically ensures that candidates use technology as an instructional tool during field experiences and clinical practice.

57. State the criteria that are used in the selection of school-based clinical faculty;
   • describe the measures used to implement the criteria; and
   • provide evidence that school-based clinical faculty members are accomplished professionals.

58. Describe the training that school-based faculty members receive for their roles as clinical supervisors.

59. Provide evidence that demonstrates that clinical faculty members provide regular, and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals.

60. Other school professional programs: Describe the structured activities involving the analysis of data and current research required in programs for other school professionals.

III. CANDIDATES’ DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS TO HELP ALL STUDENTS LEARN

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit’s conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates’ performance and impact on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P–12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P–12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

61. State how many candidates are eligible for clinical practice each semester or year for all programs within the unit; and
   • state the percentage of candidates who complete clinical practice successfully.
62. State the roles of the candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice.

63. Describe how the time for reflection and feedback from peers and clinical faculty is incorporated into field experiences and clinical practices.

64. Provide evidence from multiple assessments which shows that the candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice.

65. Describe the process that is used to ensure that candidates have field experiences or clinical practice that includes the students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

**Standard 4: Diversity**

**Description of the standard:** 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.

**I. DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES**

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit clearly articulates proficiencies related to diversity identified in the unit’s conceptual framework that candidates are expected to develop during their professional programs. Curriculum and field experiences provide a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. Candidates connect lessons, instruction, or services to students’ experiences and cultures. They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. Candidates incorporate multiple perspectives in the subject matter being taught or services being provided. They develop a classroom and school climate that values diversity. Candidates demonstrate
classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Candidate proficiencies related to diversity are assessed, and the data is used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

66. State the proficiencies related to diversity that candidates are expected to develop and demonstrate.

67. List the required coursework and experiences that enable teacher candidates and candidates for other school professional roles to develop:

- awareness of the importance of diversity in teaching and learning; and
- the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities.

68. List the key assessments which provide evidence about candidates’ proficiencies related to diversity and give the average scores for each assessment.

New programs: If any of the programs are new programs for which no data exists for key assessments, then describe the key assessments that are in place which will be administered in the future.

II. EXPERIENCES WORKING WITH DIVERSE FACULTY
Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.

69. Describe the opportunities that candidates (including candidates at off-campus sites and/or in distance learning or alternative route programs) have to interact with higher education and/or school-based faculty from diverse groups.

70. Describe the knowledge and experiences that faculty have related to preparing candidates to work with students from diverse groups.

71. Create a table which provides the number of faculty represented by each racial/ethnic group and gender for each of the following faculty groups:

- prof. ed. faculty who teach only in initial teacher preparation programs
- prof. ed. faculty who teach only in advanced programs
• prof. ed. faculty who teach in both initial teacher preparation and advanced programs
• all faculty in the institution
• school based faculty

72. Provide evidence of the measures taken by the unit to recruit and retain diverse faculty.

III. EXPERIENCES WORKING WITH DIVERSE CANDIDATES

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups. They work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.

73. Provide evidence that candidates (including candidates at off-campus sites and/or in distance learning or alternate route (programs) have to interact with candidates from diverse groups.

74. Create a table which provides the number of candidates represented by each racial/ethnic group and gender for each of the following candidate groups:

- candidates in initial teacher preparation programs
- candidates in advances preparation programs
- all students in the institution
- diversity of geographical area served by the institution

75. Provide evidence of the measures taken by the unit to recruit and retain candidates from diverse groups.

IV. EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P–12 SCHOOLS

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

76. Describe the measures that the unit takes to ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practices.

77. Create a table which includes the following information regarding the diversity of P-12 students in which candidates participate in field experiences and clinical practice:

- name of school
- number of students in each racial/ethnic group
- number of students receiving free/reduced price lunch
- number of English language learners
- number of students with disabilities

78. Explain how the unit ensures that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups.

**Standard 5: Faculty Qualifications, Performance, and Development**

*Description of the standard:* 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.

**I. QUALIFIED FACULTY**

*Acceptable evidence of meeting the standard as defined by the NCATE rubric:* Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

79. Create a table including the following information regarding faculty qualifications:
   - faculty member name
   - highest degree, field, & university
   - assignment: indicate the role of the faculty member
   - faculty rank
   - tenure track (yes/no)
   - scholarship, leadership in professional associations, and service: list up to 3 major contributions in the past three years
   - other professional experience in p-12 schools

80. Describe the criteria for determining faculty expertise for professional education faculty members who do not hold terminal degrees for their assignments.

81. State the number of school-based faculty members who are licensed in the areas they teach or are supervising. Explain how the unit ensures that school-based faculty members are adequately licensed.

82. Describe the contemporary professional experiences that higher education clinical faculty members have in school settings.

**II. MODELING BEST PROFESSIONAL PRACTICES IN TEACHING**

*Acceptable evidence of meeting the standard as defined by the NCATE rubric:* Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional
education faculty value candidates’ learning and assess candidate performance. Their teaching encourages candidates’ development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates’ learning and performance.

83. Explain how instruction by professional education faculty reflect the conceptual framework as a well as current research and developments in the fields.

84. Describe how the unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions.

85. List the types of instructional strategies and assessments do unit faculty members model.

86. Describe how unit faculty members incorporate the use of technology into instruction.

87. Describe how unit faculty members systematically engage in self-assessment of their own teaching.

III. MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.

88. List the types of scholarly work that are expected of faculty as part of the institution’s and unit’s mission.

89. Create a table which shows the different scholarly activities in which faculty are involved and the number involved in each activity.

IV. MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Most professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit’s mission. They collaborate with the professional world of practice in P–12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

90. List the types of service expected of faculty as part of the institution’s and the unit’s mission.

91. Create a table which shows different service activities in which faculty members are involved and the number of faculty members involved in each activity.
V. UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty’s teaching, scholarship and service.

92. Describe how faculty are evaluated.

93. Describe how often are adjunct/part time, tenured, and non-tenured faculty, as well as graduate teaching assistants evaluated by the unit.

94. Describe how well faculty perform on the unit’s evaluations.

95. Describe how the faculty evaluations are used to improve teaching, scholarship, and service.

VI. UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

Acceptable evidence of meeting the standard as defined by the NCATE rubric: Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.

96. Describe how professional development is related to the needs identified in unit evaluations of faculty.

97. Describe the professional development activities that are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit’s conceptual framework.

98. State how often faculty participates in professional development activities both on and off campus. Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants in your answer.

Standard 6: Unit Governance and Resources

Description of the standard: 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.

I. UNIT LEADERSHIP AND AUTHORITY

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit’s recruiting and admission practices are described clearly and consistently in
publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

99. Describe how the unit manages or coordinates the planning, delivery, and operation of all programs at the institution for the preparation of educators.

100. State the unit’s recruiting and admissions policies and,

   • explain how the unit ensures that they are clearly and consistently described in publications and catalogues.

101. Explain how the unit ensures that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current.

102. Describe how the unit ensures that candidates have access to student services such as advising and counseling.

103. List the members of the professional community participate in program design, implementation, and evaluation and describe their roles.

104. Describe how the unit facilitates collaboration with other academic units involved in the preparation of professional educators.

II. UNIT BUDGET

Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

105. Provide information regarding the budget that is available to support programs preparing candidates to meet standards. Explain how the unit’s budget compares to the budgets of other units with clinical components on campus or similar units at other institutions.

106. Explain how the budget adequately supports all programs for the preparation of educators and,

   • describe what changes to the budget over the past few years have affected the quality of the programs offered.

III. PERSONNEL
Acceptable evidence of meeting the standard as defined by the NCATE rubric: Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P–12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

107. Describe the institution’s and unit’s workload policies. Include information regarding faculty workloads (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement).

108. Describe the faculty workloads for teaching and the supervision of clinical practice.

109. Explain the extent which workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses).

110. Explain how the unit ensures that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs.

111. Describe what personnel provide support for the unit and,

- explain how the unit ensures that it has an adequate number of support personnel.

112. Describe what financial support is available for professional development activities for faculty.

IV. UNIT FACILITIES
Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction.

113. Describe how adequate are the unit’s classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities to support teaching and learning. Include the facilities on the main campus as well as the facilities at off-campus sites in the description.

V. UNIT RESOURCES INCLUDING TECHNOLOGY
Acceptable evidence of meeting the standard as defined by the NCATE rubric: The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit’s assessment plan. The unit has adequate
information technology resources to support faculty and candidates. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.

114. Describe how the unit allocates resources across programs to ensure candidates meet the standards in their field of study.

115. List the information technology resources that support faculty and candidates, and
   • provide evidence which shows that candidates and faculty use these resources.

116. Describe the resources that are available for the development and implementation of the unit’s assessment system.

117. Describe the library and curricular resources which exist at the institution and,
   • explain how the unit ensures that they are sufficient and current.

118. Explain how the unit ensures the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means.