The Institutional Report for Continuing Visits
Using the Revised NCATE Standards
as of August 6, 2007

Goal: *To develop an IR outline that allows units to show how AFIs from previous visits have been corrected, discuss changes since the last visit, and present evidence that standards continue to be met. In addition, the IR will be more data rich and reduced in size to no more than 50 pages if the unit has submitted its programs for national review or a similar state review. By visits in fall 2008, NCATE should have the capacity for units to write their IRs online at NCATE's website using prompts similar to those below.*

OVERVIEW
(Approximately 3 pages)

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A.   The institution

1.   What is the institution's historical context? [1-2 paragraphs]

2.   What is the institution's mission?

3.   What are the institution's characteristics [e.g., control and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

B.   The unit

1.   How many candidates are enrolled in programs preparing them to work in P-12 schools? (Update the data from the most recent AACTE/NCATE annual report.)

2.   How large is the faculty, including clinical supervisors, and administrators. How many of them are full-time, and part-time? How many graduate assistants teach education courses? (Update the data from the most recent AACTE/NCATE annual report.)

3.   What is the academic rank of the professional education faculty? (Complete Table 1.)

Table 1

Academic Rank of Professional Education Faculty*
For Academic Year: _____

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors			
Associate Professors			
Assistant Professors			
Instructors			
Lecturers			
Graduate Teaching Assistants			
Other			
Total			

4.   What programs are offered for the preparation of school professionals? (Complete Table 2.)

Table 2
Programs and their Review Status

Program Name	Award Level (e.g., Bachelor's or Master's)	Program Level (ITP or ADV)*	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State or NAEYC)	Program Report Submitted for Review (Yes/No)	State Approval Status (e.g., approved or provisional)	National Recognition Status by NCATE**
Elementary Education							
ESL							
Math Ed							

*ITP = Initial Teacher Preparation; ADV = Advanced Preparation
**Nationally recognized; conditions; not recognized; not applicable.

5.   What programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?

6.   (Continuing Visits) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? (These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.)

CONCEPTUAL FRAMEWORK
(Approximately 3 pages)

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

1. Briefly summarize the following elements of the unit's conceptual framework:
    a. the vision and mission of the unit
    b. philosophy, purposes, goals, and institutional standards of the unit
    c. knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
    d. candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards
    e. summarized description of the unit's assessment system

2a. (First Visits) How was the conceptual framework developed and who participated in the development and possible revisions of the conceptual framework?

2b. (Continuing visits) What changes have been made to the conceptual framework since the previous visit?

STANDARDS

This section is the focus of the institutional report. **A description of how the unit meets each standard element must be presented. Describe major changes that have occurred since the last visit.** Significant differences among programs, particularly between initial teacher preparation and advanced preparation, should be described as the response is written for each element. Links to appropriate exhibits to support the descriptions may be included in the text for each standard.

STANDARD 1:   CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS
(Approximately 12 pages)

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, 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.

1a.   Content Knowledge for Teacher Candidates
[Note: In this section institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) graduate programs for teachers who already hold a teaching license.]

1.   What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the overall pass rate? What programs do not have an 80% or above pass rate? (This information could be compiled from Title II data submitted to the state or program reports prepared for national review. Complete Table 3.)

Table 3
Pass Rates on Content Tests for Initial Teacher Preparation
For Period _____

Program	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for All Institutions in the State
Elementary			
Secondary English			

2.   What other key assessments provide the unit information about candidates' content knowledge as expected in professional, state, and institutional standards? What do the data indicate about the candidates' knowledge? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed such as master's programs for licensed teachers.)

3.   What do follow-up surveys of graduates and employers indicate about graduates' preparation in the content area? (A table summarizing the results related to content knowledge could be included here.)

1b. Pedagogical Content Knowledge for Teachers
[Note: In this section institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) graduate programs for teachers who already hold a teaching license.]

1. What key assessments provide the unit information about candidates' pedagogical content knowledge as expected in professional, state, and institutional standards? What do the data indicate about candidates' knowledge and skills? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed such as master's programs for licensed teachers.)

2. What assessments demonstrate that candidates can integrate technology in their teaching? What do the data indicate?

3. What do follow-up surveys of graduates and employers indicate about graduates' preparation in pedagogical content knowledge? (A table summarizing the results related to pedagogical content knowledge could be included here.)

1c. Professional and pedagogical knowledge and skills for teachers
[Note: In this section institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) graduate programs for teachers who already hold a teaching license.]

1. What assessments provide the unit information about candidates' professional knowledge and skills related to? How are candidates performing on state licensure tests? (Complete Table 4.)
   - foundations of education
   - the ways children and adolescents develop and the relationship to learning
   - professional ethics, laws, and policies
   - the use of research in teaching
   - the roles and responsibilities of the professional communities
   - diversity of student populations, families and communities (this one may be addressed in the first element of Standard 4)
   - the consideration of school, family, and community contexts and the prior experiences of students

2. (Graduate Programs for Licensed Teachers) What assessments provide the unit information about candidates' professional and pedagogical knowledge and skills related to the National Board for Professional Teaching Standards?

3. What do follow-up surveys of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? (A table summarizing the results related to professional and pedagogical knowledge and skills could be included here.)

1d. Student learning for teacher candidates
[Note: In this section institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) graduate programs for teachers who already hold a teaching license.]

1. What key assessments provide the unit information about candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences? What do the data indicate about candidates' ability to help students learn? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed such as master's programs for licensed teachers.)

2. What do follow-up surveys of employers and graduates indicate about graduates' ability to help all students learn? (A table summarizing the results related to student learning could be included here.)

1e. Professional knowledge and skills for other school professionals

1. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the overall pass rate? What programs do not have an 80% or above pass rate? (Complete Table 4.)

2. What key assessments provide the unit information about candidates' professional knowledge and skills as expected in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

Table 4
Pass Rates on Content Tests for Other School Professionals
For Period _____

Program	# of Test Takers	% Passing at State Cut Score	Overall Pass Rate for All Institutions in the State
Educational Leadership			
School Psychology			

3. What do assessment data indicate about candidates' demonstration of their ability to:
    - know their students, families, and communities
    - use current research to inform practice
    - use technology in their practice

4. What do follow-up surveys of graduates and employers indicate about graduates' preparation related to professional knowledge and skills? (A table summarizing the results related to professional knowledge and skills could be included here.)

1f.   Student learning for other school professionals

1. What key assessments provide the unit information about candidates' ability to create positive environments for student learning? What do the data indicate about candidates' ability to create positive environments for student learning? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

2. What do follow-up surveys of graduates and employers indicate about graduates' ability to create positive environments for student learning? (A table summarizing the results related to support for student learning could be included here.)

1g.   Professional dispositions
    [Note: Indicate whether the responses refer to initial teacher preparation, advanced preparation of teachers, or the preparation of other school professionals.]

1. What dispositions are candidates expected to demonstrate by completion of programs?

2. What key assessments provide the unit information about candidates' dispositions? What do the data indicate about candidate's knowledge and demonstration of the expected dispositions?

4. How does the unit know that candidates are developing dispositions related to fairness and the belief that all students can learn?

3. What do follow-up surveys of graduates and employers indicate about graduates' demonstration of dispositions?

Optional

1.   What does your unit do particularly well related to Standard 1?

2.   What research related to Standard 1 is being conducted by the unit?

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION
(Approximately 6 pages)

> *The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

[Note: Include programs for teachers, including graduate programs for licensed teachers, and other school professionals, noting differences when appropriate.]

2a. Assessment system

1. How is the unit assessment system evaluated and refined? Who is involved?

2. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

3. What are the key assessments used to monitor candidate performance on standards and at what points are they administered in programs?

4. What are the major transition points during programs, what assessments are used, and how are candidates performing on the assessments not reported in national/state program reports or Standard 1 (e.g., performance on admissions assessments)? (Complete Table 5.)

Table 5
Unit Assessment System: Transition Point Assessments

	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Initial Teacher Education Programs					
Early Childhood-Bachelor's					
Elementary-Bachelor's					
Elementary-MAT					
Secondary-Bachelor's					
Advanced Programs for Licensed Teachers					
Elementary Ed.					
Special Ed.					
Advanced Programs for Other School Personnel					
Ed. Leadership					
School Library Science					
School Psychology					

5. What process has the unit adopted to ensure its assessment procedures are fair, accurate, consistent, and free of bias?

6. What assessments and evaluations are used to manage and improve the operations and programs of the unit?

2b. Data collection, analysis, and evaluation

1. What is the unit's timeline for collecting key assessment data related to candidates meeting standards and unit operations.

2. What are the process and timeline used by the unit to collect summarize, and analyzed data?
   - How are the data collected?
   - Whose responsibility is it to summarize and analyze the data? (Dean, assistant dean, data coordinator, etc.)
   - In what format are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)
   - How often are the data summarized and analyzed?
   - What information technologies are used to maintain the unit's assessment system?

3. How does the unit maintain records of formal candidate complaints and their resolutions?

2c. Use of data for program improvement

1. What are assessment data indicating about candidate performance on the main campus, at off-campus sites, and in distance learning programs?

2. How are data used by candidates and faculty to improve their performance?

3. How are data used to discuss or initiate program or unit changes on a regular basis?

4. What data-driven changes have occurred over the past three years?

5. How are assessment data shared with candidates, faculty, and other stakeholders?

Optional

1. What does your unit do particularly well related to Standard 2?

2. What research related to Standard 2 is being conducted by the unit?

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE
(Approximately 6 pages)

> *The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

[Note: In this section institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus and distance learning programs.]

3a. Collaboration between unit and school partners

1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

2. How have partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

3. How are student teacher and internship placements determined?

4. How do the unit and its school partners share expertise to support candidates' learning in field experiences and clinical practice?

3b. Design, implementation, and evaluation of field experiences and clinical practice

1. What field experiences and clinical practices are required for each program or categories of programs (e.g., secondary). Complete Table 6.

Table 6
Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
EXAMPLE: Art Education, preK-12 *(BA/BS, Initial)*	EXAMPLE: Three practicum experiences, minimum 15 hours each in elementary, middle, and high school; direct VSA Art and two art festival nights for local schools; total 45-50 hours	EXAMPLE: Two 8-week, full-time student teaching placements in two settings: elementary, middle, and/or high school; total 560 hours	EXAMPLE: 605-610

2. How do the field and clinical experiences help candidates demonstrate the candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

3. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences or clinical practice?

4. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

5. What preparation or professional development activities does school-based clinical faculty receive to prepare them for roles as clinical supervisors?

6. What evidence demonstrates that clinical faculty provides regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

3c. Candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn

1. How many candidates are eligible for clinical practice each semester or year? How many complete successfully?

2. How are assessments during field experiences and clinical practice conducted?

3. How is time for reflection and feedback incorporated into the field experiences and clinical practice?

Optional

3. What does your unit do particularly well related to Standard 3?

4. What research related to Standard 3 is being conducted by the unit?

STANDARD 4. DIVERSITY
(Approximately 6 pages)

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and 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 school faculty, diverse candidates, and diverse students in P-12 schools.

[NOTE: In this section institutions must address (1) initial and advanced programs for teachers, (2) programs for other school professional and (3) off-campus and distance learning programs.]

4a. Design, implementation, and evaluation of curriculum and experiences

1.   What proficiencies related to diversity are candidates expected to develop and demonstrate?

   2.   What required coursework and experiences enable teacher candidates and candidates for other professional school roles to develop:
   a.   awareness of the importance of diversity in teaching and learning
   b.   the knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations

3.   What assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

4b. Experiences working with diverse faculty

1.   How diverse is the faculty who work with education candidates? Diversity characteristics beyond those in Table 7 can also be discussed if data are available. Complete Table 7

Table 7
Faculty Demographics

	Prof. Ed. Faculty in Initial Teacher Preparation Programs	Prof. Ed. Faculty in Advanced Programs*	All Faculty in the Institution	School-based faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				

*Faculty may be counted in both initial teacher preparation and advanced programs if they teach at both levels.

2. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning programs) have to interact with higher education and school faculty from diverse groups?

3. What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups? (See NCATE's definition of diversity.)

4. What efforts does the unit make to recruit and retain a diverse faculty?

4c. Experiences working with diverse candidates

1. How diverse are the candidates in the initial teacher preparation and advanced preparation programs? Diversity characteristics beyond those in Table 8 can be discussed if data are available. How diverse is the geographical area from which candidates are drawn? Complete Table 8.

Table 8
Candidate Demographics

	Candidates in Initial Teacher Preparation Programs	Candidates In Advanced Preparation Programs	All Students in the Institution	Demographics of Geographical Area Served by Institution
	N (%)	N (%)	N (%)	%
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				

2.   What opportunities do candidates have to interact with candidates from diverse groups?

3.   What efforts does the unit make to recruit and retain candidates from diverse groups?

4d.   Experiences working with diverse students in P-12 schools

1.   How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? (Complete Table 9.)

Table 9
Demographics on Clinical Sites for Initial and Advanced Programs

Name of school	American Indian or Alaskan Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Other	Race/ ethnicity unknown	Students receiving free/reduced price lunch (student socio-economic status)

2. How does the unit ensure that each candidate has at least one field experience with students from racial and language groups different than their own, students with exceptionalities, and students from different socioeconomic groups?

3. How does the unit ensure that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice?

4. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Optional

1. What does your unit do particularly well related to Standard 4?

2. What research related to Standard 4 is being conducted by the unit?

STANDARD 5.
FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT
(Approximately 6 pages)

> *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.*

5a. Qualified faculty

1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? (A summary of qualifications should be presented here. A compilation of the table prepared for national program review should be available to the team as an exhibit.)

2. For faculty members without terminal degrees, what expertise qualifies them for their assignments?

3. How many of the school faculty members are licensed in the areas they teach or are supervising?

4. What contemporary professional experiences in school settings does higher education clinical faculty have in school settings?

5b. Modeling best professional practices in teaching

1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

2. How does unit faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

3. What types of instructional strategies and assessment do unit faculty model?

4. How does unit faculty instruction reflect their knowledge and experiences in diversity?

5. How does unit faculty incorporate the use of technology into instruction?

6. What do candidates think of the quality of teaching by faculty in the unit?

7. How does unit faculty systematically engage in self-assessment of their teaching?

5c. Modeling best professional practices in scholarship

1. What types of scholarly work are expected as part of the institution's mission?

2. In what types of scholarship activities are faculty engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? [NOTE: Review the definition of scholarship in the NCATE glossary] (A table could be included to show different scholarly activities in which faculty members are involved and the number involved in each activity.)

5d. Modeling best professional practices in service

1. What types of service are expected as part of the institution's and the unit's mission?

2. In what types of service activities are faculty engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? (A table could be included to show different service activities in which faculty members are involved and the number involved in each activity.)

5e. Unit evaluation of professional education faculty performance

1. How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations for adjunct/part-time, tenured and non-tenured faculty, as well as for graduate teaching assistants?

2. How well do faculty perform on the unit's evaluations? (A table summarizing faculty performance could be included here.)

3. How are faculty evaluations used to improve teaching, scholarship, and service?

5f. Unit facilitation of professional development

1. How is professional development related to needs outlined in faculty evaluations? How does this happen?

2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and any aspect of the unit's conceptual framework?

3.   How often does faculty participate in professional development activities both on and off campus? [Note: Include adjunct/part-time, tenured and non-tenured faculty, as well as graduate teaching assistants.]

Optional

1.   What does your unit do particularly well related to Standard 5?

2.   What research related to Standard 5 is being conducted by the unit?

STANDARD 6. UNIT GOVERNANCE AND RESOURCES
(Approximately 4 pages)

> *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.*

6a. Unit leadership and authority

1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

2. What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

3. How does the unit ensure that candidates have access to student services such as advising and counseling?

4. What are the unit's recruiting and admissions policies? How clearly and consistently are they described in publications and catalogues?

5. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

6b. Unit Budget

1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units on campus or similar units at other institutions?

2. What financial support is available for professional development opportunities for faculty?

3.   What changes to the budget since the last visit have affected the quality of the programs offered?

6c. Personnel

1. What are the institution's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, and dissertation advisement)? What are the institution's workload policies?

2. What are the actual workloads of faculty for teaching and clinical supervision?

3. To what extent do 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)?

4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

6d. Unit facilities

1. How adequate are unit facilities—classrooms, faculty offices, library/media center, and school facilities—to support teaching and learning? [Note: Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

6e. Unit resources including technology

1. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty actually use these resources?

2. What resources are available for the development and implementation of the unit's assessment system?

3. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current? How accessible are resources to candidates, including candidates in off-campus and distance learning programs, through electronic means?

Optional

1. What does your unit do particularly well related to Standard 6?

2. What research related to Standard 6 is being conducted by the unit?