

**Brooklyn College School of Education
Accreditation Inventory
Initial Preparation Programs**

Program Name:_____

Degree Offered:_____

SECTION 1. Goals:

A. What is (are) your department's goal(s)?

B. What is (are) your specific program goal(s)?

C. How do these goals align with the School of Education's goal: "to prepare teachers, administrators, counselors and school psychologists to serve, lead, and thrive in the schools and agencies of New York City and beyond."

SECTION 2. Values and Beliefs:

A. What do you see as the School of Education's values and beliefs about educator preparation?

B. How are these values and beliefs integrated into your program?

SECTION 3. CAEP Standards:

Standard 1: Content and Pedagogical Knowledge

For each component of Standard 1, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.2 Completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.3 Completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of SPAs.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.4 Completers demonstrate skills and commitment that afford all P-12 students access to rigorous college and career-ready standards (e.g. Common Core State Standards).

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.5 Completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 2: Clinical Partnerships and Practice

For each component of Standard 2, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

2.2 Providers co-select, prepare evaluate, support and retain high-quality clinical educators, both provider and school based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?

4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

2.3 Provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 3: Candidate Quality, Recruitment and Selectivity

For each component of Standard 3, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

3.1 Provider presents a plan and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish the mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its

accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievements such as ACT, SAT, or GRE: is in the top 50 percent from 2016-2017; the top 40 percent of the distribution from 2018-2019; and the top 33 percent of the distribution by 2020.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.3 Providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach college-and-career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields

where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 4: Program Impact

For each component of Standard 4, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills and dispositions that the preparation experiences were designed to achieve.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 5: Provider Quality Assurance and Continuous Improvement

For each component of Standard 5, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?

4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

SECTION 4. Cross-cutting Themes of Diversity and Technology:

A. In which courses is content on diversity covered?

B. In addition to courses, how is diversity embedded in your program and candidates' experiences (including recruitment, diversity of field experiences, community partnerships, reflections on personal biases, selection of adjuncts, etc.)?

C. Evidence of diversity

1. What is the evidence (that candidates acquired this knowledge)?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

D. In which courses is content on technology covered?

E. In addition to courses, how is technology embedded in your program and candidates' experiences (including how candidates integrate it in planning, teaching, and to differentiate instruction, hiring adjuncts or using cooperating teachers with technology expertise, etc.)?

F. Evidence of technology

1. What is the evidence (that candidates acquired this knowledge)?

2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

SECTION 5. Improvements in Clinical Experiences:

- A. What specific improvements have you made in the past three years (2011-2012, 2012-2013 and 2013-2014) regarding clinical experiences for candidates?
- B. What evidence were these improvements based on?
- C. What plans are there for determining if the changes actually do improve the program?

SECTION 6. Areas for Improvement: CAEP Continuing/New Areas for Improvement (From 2010 NCATE Accreditation Report)

1. The unit does not have aggregated data to demonstrate that initial and advanced teaching candidates impact P-12 student learning. (ITP) (ADV)

Rationale

While the institution has items on its Field Evaluation Summary Form to assess candidate performance on critical reflection, promoting social justice, and developing meaningful learning experiences, and while the Cooperating Teacher Assessment has items to assess candidate performance on reflection on classroom practice, the consistency between curricular goals and assessments, and the ability to create curricula that address differing needs, these items do not demonstrate what impact candidates have on student learning. Programs that were not nationally recognized (e.g. social studies BA, social studies MA, educational leadership programs, English Education BA, Mathematics BA, Mathematics MA, Mathematics Middle MSed, and both physical education programs) all report that the program report no data and/or evidence of impact on student learning. Among the programs that were nationally recognized, Childhood Education was the only one with evidence of impact on student learning.

2. Programs for foreign language teachers, including French (MA and BA initial certification level), Italian (BA initial certification level, and Spanish (MA and BA initial certification level) did not undergo SPA review with ACTFL as required by state protocol (ITP)

Rationale

Because state/NCATE protocol requires world language programs to be reviewed by ACTFL, the unit's world language programs should have been reviewed by ACTFL in 2009 as part of the NCATE reaccreditation process.

3. Some graduate-level programs include initial and advanced candidates in the same coursework. Curriculum and assessments are not differentiated such that these programs can determine the extent to which advanced candidates meet advanced expectations in their subject area.

Rationale

These programs do not differentiate assessments for initial and advanced candidates. Assessments do not address the expectations of advanced candidates. Furthermore, assessment results are not disaggregated within these courses, so it is impossible to know if the advanced candidates have in-depth knowledge of the content they teach, if they engage in appropriate professional activities, and are aware of current research and policies.

4. The current assessment plan does not ensure that all programs assess candidate impact on student learning.

Rationale

There is no evidence that candidates, either at the unit or program level, assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.

5. It is not clear in the current administrative and governance structure that all professional education programs are held accountable for meeting institutional, national and state standards.

Rationale

Unit authority for coordinating all professional education programs is not clearly defined in the current governance structure. This was made evident in how programs followed or didn't follow state protocol. The world language programs did not submit a report to ACTFL as part of the NCATE re-accreditation process and there was inconsistency in whether programs responded to national review reports.

**Brooklyn College School of Education
Accreditation Inventory
Advanced Programs**

Program Name: _____

Degree Offered: _____

SECTION 1. Goals:

- A. What is (are) your department's goal(s)?
- B. What is (are) your specific program goal(s)?
- C. How do these goals align with the School of Education's goal: "to prepare teachers, administrators, counselors and school psychologists to serve, lead, and thrive in the schools and agencies of New York City and beyond."

SECTION 2. Values and Beliefs:

- A. What do you see as the School of Education's values and beliefs about educator preparation?
- B. How are these values and beliefs integrated into your program?

SECTION 3. CAEP Standards:

Standard 1: Content and Pedagogical Knowledge

For each component of Standard 1, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

1.1 Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.2 Providers ensure that advanced program completers use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.3 Providers ensure that advanced program completers apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist including Specialized Professional Associations (SPAs) and other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs – CACREP)

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.4 Providers ensure that advanced program completers demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1. What is the evidence?
2. How was the quality of the evidence determined or assured?

3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

1.5 Providers ensure that advanced program completers model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 2: Clinical Partnerships and Practice

For each component of Standard 2, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

2.2 Partners co-select, prepare, evaluate, support and retain high-quality clinical educators, both provider-and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain and refine criteria for selection, professional development, performance

evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 3: Candidate Quality, Recruitment and Selectivity

For each component of Standard 3, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

3.1 The provider presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?

4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.2 The provider sets admissions requirements, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, or the group average performance on a nationally normed ability/achievement assessment such as GRE, MAT, or other required graduate level assessment is in the top 50%.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of supportive environments that positively impact on all P-12 student learning and development.

The provider demonstrates that the standards for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-driven decision making, and the integration of technology in all of these domains.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.5 Before the provider recommends any advanced program candidate for program completion, it documents that the advanced program candidate has reached a high standard for content knowledge; data-and research-driven decision making; and integration of technology in the discipline; and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

3.6 Before the provider recommends any advanced program candidate for program completion, it documents that the advanced program candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 4: Program Impact

For each component of Standard 4, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

4.1 The provider documents, using multiple measures, that advanced program completers create a supportive learning environment that contributes to an expected level of P-12 student-learning growth. Multiple direct and indirect measures shall include all available growth measures appropriate to the discipline, required by the state and available to educator preparation providers, other state-supported P-12 impact measures where applicable, and other measures employed by the provider.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

4.2 The provider demonstrates, through multiple measures, that advanced program completers effectively apply the professional knowledge, skills and dispositions that the preparation experiences were designed to achieve.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

4.4 The provider demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

Standard 5: Provider Quality Assurance and Continuous Improvement

For each component of Standard 5, address the following five questions regarding each item of evidence you have that indicates your program meets each component:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor advanced program candidate progress, advanced completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection

criteria on subsequent progress and completion, and uses results to improve program elements and processes.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.4. Measures of advanced program completer impact on the P-12 learning environment, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation and future direction.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

1. What is the evidence?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

SECTION 4. Cross-cutting Themes of Diversity and Technology:

- A. In which courses is content on diversity covered?

B. In addition to courses, how is diversity embedded in your program and candidates' experiences (including recruitment, diversity of field experiences, community partnerships, reflections on personal biases, selection of adjuncts, etc.)?

C. Evidence of diversity

1. What is the evidence (that candidates acquired this knowledge)?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

D. In which courses is content on technology covered?

E. In addition to courses, how is technology embedded in your program and candidates' experiences (including how candidates integrate it in planning, teaching and to differentiate instruction, hiring adjuncts or using cooperating teachers with technology expertise, etc.)?

F. Evidence of technology

1. What is the evidence (that candidates acquired this knowledge)?
2. How was the quality of the evidence determined or assured?
3. What criteria of successful performance have been established on the measure, and why?
4. What does the reported evidence mean?
5. How is the evidence used to support improvement?

SECTION 5. Improvements in Clinical Experiences:

A. What specific improvements have you made in the past three years (2011-2012, 2012-2013 and 2013-2014) regarding clinical experiences for candidates?

B. What evidence were these improvements based on?

C. What plans are there for determining if the changes actually do improve the program?

SECTION 6. Areas for Improvement: CAEP Continuing/New Areas for Improvement (From 2010 NCATE Accreditation Report)

1. The unit does not have aggregated data to demonstrate that initial and advanced teaching candidates impact P-12 student learning. (ITP) (ADV)

Rationale

While the institution has items on its Field Evaluation Summary Form to assess candidate performance on critical reflection, promoting social justice, and developing meaningful learning experiences, and while the Cooperating Teacher Assessment has items to assess candidate performance on reflection on classroom practice, the consistency between curricular goals and assessments, and the ability to create curricula that address differing needs, these items do not demonstrate what impact candidates have on student learning. Programs that were not nationally recognized (e.g. social studies BA, social studies MA, educational leadership programs, English Education BA, Mathematics BA, Mathematics MA, Mathematics Middle MSed, and both physical education programs) all report that the program report no data and/or evidence of impact on student learning. Among the programs that were nationally recognized, Childhood Education was the only one with evidence of impact on student learning.

2. Programs for foreign language teachers, including French (MA and BA initial certification level), Italian (BA initial certification level, and Spanish (MA and BA initial certification level) did not undergo SPA review with ACTFL as required by state protocol (ITP)

Rationale

Because state/NCATE protocol requires world language programs to be reviewed by ACTFL, the unit's world language programs should have been reviewed by ACTFL in 2009 as part of the NCATE reaccreditation process.

3. Some graduate-level programs include initial and advanced candidates in the same coursework. Curriculum and assessments are not differentiated such that these programs can determine the extent to which advanced candidates meet advanced expectations in their subject area.

Rationale

These programs do not differentiate assessments for initial and advanced candidates. Assessments do not address the expectations of advanced candidates. Furthermore,

assessment results are not disaggregated within these courses, so it is impossible to know if the advanced candidates have in-depth knowledge of the content they teach, if they engage in appropriate professional activities, and are aware of current research and policies.

4. The current assessment plan does not ensure that all programs assess candidate impact on student learning.

Rationale

There is no evidence that candidates, either at the unit or program level, assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.

5. It is not clear in the current administrative and governance structure that all professional education programs are held accountable for meeting institutional, national and state standards.

Rationale

Unit authority for coordinating all professional education programs is not clearly defined in the current governance structure. This was made evident in how programs followed or didn't follow state protocol. The world language programs did not submit a report to ACTFL as part of the NCATE re-accreditation process and there was inconsistency in whether programs responded to national review reports.

Accreditation Inventory

Instructions

Due Date: Friday, October 31, 2014

Overview:

As part of the new CAEP accreditation standards, we must conduct an assessment inventory on all of our programs. This inventory will help identify what we have and, more importantly, what **we do not have** in the way of evidence that demonstrates we meet the new standards.

There are two versions of the Accreditation Inventory, each with six sections; one version is for all our initial teacher preparation programs; the other is for our advanced programs. Advanced programs as defined by CAEP include:

Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the postbaccalaureate level. Examples of these programs include:

- Teachers who are preparing for a second license at the graduate level in a field different from the field in which they had their first license;
- Programs for teachers who are seeking a master's degree in the field in which they teach;
- Programs not tied to licensure, such as programs in curriculum and instruction; and
- Programs for other school professionals, such as school counselors, school psychologists, educational administrators, and reading specialists.

Although the items in each Accreditation Inventory are similar, they are not exactly the same. The accreditation standards for initial preparation programs are slightly different from those for the advanced programs. Thus, if you have, for example, an initial program in Art Education leading to a bachelor's degree, and an advanced program in the same area leading to an MSed, you will need to complete two separate inventories, one for the initial preparation program and one for the advanced program.

Please note: This is an inventory. It is not expected that you will have all the evidence and materials to meet each standard or fully respond to all questions. Do not provide the evidence; just state if you have it or not. And do not leave any item blank. Also, please submit your completed inventories electronically. See specific instructions below.

Specific Instructions:

The following instructions apply to both types of inventories and correspond to the items listed. Do not leave any item blank. If you do not know the answer to a question or you do not have the information requested, please indicate that in the inventory.

At the top of the inventory, please enter your program name (e.g. Social Studies Teacher 7-12, Childhood Education MSSED, School Psychology, etc.) and the degree offered (e.g. BA, MAT, etc.).

Section 1. Goals:

Simply answer the questions in complete sentences. And if you do not know the answers, indicate this.

Section 2. Values and Beliefs:

Simply answer the questions in complete sentences. And if you do not know the answers, indicate this.

Section 3. CAEP Standards:

There are five standards for both initial preparation and advanced programs. The inventories list the components of each standard. According to CAEP, the EPP (Education Preparation Provider) must have evidence for each component. Multiple types of evidence are expected. For each component, there are five questions. Answer each question as best you can.

Section 4. Cross-cutting Themes of Diversity and Technology:

A. List specific diversity courses by Department Prefix, Course Number, and Title (e.g. SEED 4460 Methods of Teaching in the Secondary Schools). Please be sure to use the correct course title.

B. Briefly describe.

C. Answer questions 1 through 5 as best you can.

D. List specific technology courses by Department Prefix, Course Number, and Title.

E. Briefly describe.

F. Answer questions 1 through 5 as best you can.

Section 5. Improvements in Clinical Experiences:

After the last NCATE site visit, apparently you chose to focus on Clinical Experiences as a target, much like you did for diversity in the past. Thus, questions A, B, and C are aimed at the activities you engaged in since fall 2010 that were designed to improve Clinical Experiences.

Section 6. Areas for Improvement:

At the last NCATE site visit and in the final NCATE report on the School of Education, five areas for improvement were identified. The questions cited in this section are those specified in the NCATE report. Essentially they are asking what has been done since Fall 2010 to address the issues raised.