

Illinois State Board of Education

Department of Certification and Professional Development

CONTINUING/FIRST ACCREDITATION VISIT TO:

(Institution)

(Location)

(date)

Illinois State Board of Education

State Chair:

Team members:

State Consultant:

Observer:

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**SUMMARY FOR PROFESSIONAL EDUCATION UNIT
NCATE 2000 Standards**

Institution:

Standards		Team Findings	
		Initial	Advanced
1	Candidate Knowledge, Skills and Dispositions		
2	Assessment System and Unit Evaluation		
3	Field Experiences and Clinical Practice		
4	Diversity		
5	Faculty Qualifications, Performance, and Development		
6	Unit Governance and Resources		

M = Standard Met

NM = Standard Not Met

MW = Met With Area(s) for Improvement

I. INTRODUCTION

II. CONCEPTUAL FRAMEWORK

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

A. **Level:** (initial and/or advanced)

B. **Findings:**

Shared Vision

Coherence

Professional Commitments and Dispositions

Commitment to Diversity

Commitment to Technology

Candidate Proficiencies Aligned with Professional and State Standards

III. FINDINGS FOR EACH STANDARD

STANDARD 1: Candidate Skills, Knowledge and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A. Level: (initial and/or advanced)

B. Findings:

Content Knowledge for Teacher Candidates

Content Knowledge for Other Professional School Personnel

Pedagogical Content Knowledge for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Dispositions for All Candidates

Student Learning for Teacher Candidates

Student Learning for Other Professional School Personnel

Overall Assessment of Standard

C. Recommendation: (met/not met)

D. Area(s) for Improvement:

New Area(s) for Improvement:

Area(s) for Improvement Corrected:

Area(s) for Improvement Continued:

Rationale: (for each statement)

STANDARD 2: Assessment System and Unit Evaluation

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.

A. Level:

B. Findings:

Assessment System

Data Collection, Analysis, and Evaluation

Use of Data for Program Improvement

Overall Assessment of Standard

C. Recommendation: (met/not met)

D. Area(s) for Improvement:

New Area(s) for Improvement:

Area(s) for Improvement Corrected:

Area(s) for Improvement Continued:

Rationale: (for each statement)

STANDARD 3: Field Experiences and Clinical Practice

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

A. **Level:** (initial and/or advanced)

B. **Findings:**

Collaboration between Unit and School Partners

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

Overall Assessment of Standard

C. **Recommendation:** (met/not met)

D. **Area(s) for Improvement:**

New Area(s) for Improvement:

Area(s) for Improvement Corrected:

Area(s) for Improvement Continued:

Rationale: (for each statement)

STANDARD 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Level: (initial and/or advanced)

B. Findings:

Design, Implementation, and Evaluation of Curriculum and Experiences

Experiences Working with Diverse Faculty

Experiences Working with Diverse Candidates

Experiences Working with Diverse Students in P-12 Schools

Overall Assessment of Standard

C. Recommendation: (met/not met)

D. Area(s) for Improvement:

New Area(s) for Improvement:

Area(s) for Improvement Corrected:

Area(s) for Improvement Continued:

Rationale: (for each statement)

STANDARD 5: Faculty Qualifications

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.

A. Level: (initial and/or advanced)

B. Findings:

Qualified Faculty

Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Service

Collaboration

Unit Evaluation of Professional Education Faculty Performance

Unit Facilitation of Professional Development

Overall Assessment of Standard

C. Recommendation: (met/not met)

D. Area(s) for Improvement:

New Area(s) for Improvement:

Area(s) for Improvement Corrected:

Area(s) for Improvement Continued:

Rationale: (for each statement)

STANDARD 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

A. **Level:** (initial and/or advanced)

B. **Findings:**

Unit Leadership and Authority

Unit Budget

Personnel

Unit Facilities

Unit Resources Including Technology

Overall Assessment of Standard

C. **Recommendation:** (met/not met)

D. **Area(s) for Improvement:**

New Area(s) for Improvement:

Area(s) for Improvement Corrected:

Area(s) for Improvement Continued:

Rationale: (for each statement)

IV. SOURCES OF EVIDENCE

V. CORRECTIONS TO THE INSTITUTIONAL REPORT