

## **Exhibits for NCATE Visits as of June 5, 2007**

The exhibits below are critical for BOE team members to review before and during the on-site visit. Please note that the quality of these exhibits will determine their degree of utility for teams. While this list covers most of the exhibits needed by teams, it is not exhaustive. Institutions may provide additional materials based on institutional context. NCATE will give Board of Examiners (BOE) teams access to the unit's annual reports.

### **General**

1. (Continuing Visits) Institutional report, BOE report, and institutional rejoinder from the previous NCATE review.
2. (First Visits) Report from NCATE indicating that all preconditions were met.
3. Unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies.
4. Most recent report prepared for a state program review and the state's findings. If the visit is being conducted jointly with the state, the state findings may not be available until the visit.
5. A copy of the unit's notice soliciting third-party testimony.
6. Course syllabi for professional education courses.

### **Conceptual Framework**

1. Conceptual framework(s) documents.
2. Table showing alignment of state, professional, and institutional standards.

### **Standard 1**

1. Key assessments and scoring guides used by faculty to assess candidate learning. (Cross-reference with Standard 2 as appropriate.)
2. Data tables and summaries that show how candidates have performed on key assessment over the past three years.
3. State licensure test scores aggregated by program area and reported over three years Title II data reported to the state for the last year **must** be available to the team.
4. Assessments used to determine how well candidates are meeting the outcomes identified in the unit's conceptual framework and summaries of candidates' performance.
5. Program reports and findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP).
6. Summaries of the results of key assessments used at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion.
7. Samples of candidate work (e.g., portfolios at different proficiency levels).
8. Follow-up studies of graduates and data tables of results.
9. Employer feedback on graduates and summaries of the results.

## Standard 2

1. Document describing the unit's assessment system in detail.
2. Samples of formative and summative assessments used to ensure candidates are ready to progress through the program and enter the profession.
3. Minutes of meetings on the development and refinement of the assessment system.
4. Unit or institutional policies for handling student complaints.
5. File of student complaints and the unit's response.
6. Policies and procedures that ensure that data are regularly collected and used to make improvements.

## Standard 3

1. Memos of understanding, minutes from meetings, etc. to document partnership.
2. Descriptions of the field experiences, including those for master's programs for licensed teachers and programs for other school professionals.
3. Student teaching handbook.
4. Assessments and scoring rubrics/criteria used in field experiences.
5. Internship/student teaching assessment instruments.
6. Summary results of candidate assessments upon entering and exiting field experiences. (Cross-reference with Standard 1 as appropriate.)
7. Completion rates for candidates in student teaching and internships by semester.
8. List of criteria for the selection of school-based clinical faculty (i.e. supervising teachers, supervisors).
9. Agendas from meetings with cooperating teachers.

## Standard 4

1. Curriculum components that address diversity issues. (This might be a matrix that shows diversity components in required courses.)
2. List of proficiencies related to diversity that candidates are expected to develop if they are not included in the IR.
3. Assessment instruments and scoring guides related to diversity. (Cross-reference with Standard 1 as appropriate.)
4. Summary of candidate performance results. (Cross-reference with Standard 1 as appropriate.)
5. Demographics on diversity of faculty, candidates, and clinical sites if not included in the institutional report.
6. Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups..
7. Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups, including faculty in other units and P-12 school faculty.
8. Unit policies, practices, and/or procedures that facilitate field experiences with P-12 students from diverse groups..

## Standard 5

1. Summary of faculty qualifications and assignments. (See table in the appendix of program review templates for an example.)
2. Proof of licensing of school-based clinical faculty (e.g., cooperating teachers, internship supervisors).
3. Summary of instructional strategies, including the use of technology, used by faculty.
4. Samples and summary of faculty scholarly activities.
5. Samples of faculty evaluation forms.
6. Samples of faculty evaluations (usually kept in dean's office)
7. Summary of faculty evaluations if not included in the IR.
8. Minutes from meetings that show collaboration with the professional community.
9. Summary of projects completed by faculty in service and/or collaboration with professional community (i.e., grants, evaluations, task-forces, provision of professional development, offering courses, etc.)
10. Summary of professional development activities in which faculty have participated if not included in the IR.
11. Summary of professional development activities offered by the unit if not included in the IR.
12. Unit policies related to professional development.

## Standard 6

1. Unit policies on recruitment and admissions of candidates.
2. Unit policies on student services such as counseling and advising
3. Policies on governance and operations of the unit.
4. Descriptions of the unit governance structure, including organization charts.
5. Minutes of meetings of unit governance committees.
6. Documents describing admission practices, academic calendars, and grading policies.
7. Unit budget, with provisions for technology.
8. Budgets of comparable units on campus.
9. List of facilities, including computer labs and curriculum resource centers.
10. Faculty workload policies.
11. Summary of faculty workloads.
12. List of support personnel in unit.
13. Faculty development expenditures.
14. Samples of institution or program advertising.