

**CHE Program Report for  
Advanced Programs in Teacher Education,  
and  
Other Education Unit Programs  
Without Specialized Accreditation**

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**  
*Required for reports submitted beginning Fall 2008*

**C O V E R   S H E E T**

**Institution** \_\_\_\_\_

**Date submitted** \_\_\_\_\_

**Name and Institutional Title of Preparer** \_\_\_\_\_

**Phone #** \_\_\_\_\_ **Email** \_\_\_\_\_

**Program documented in this report:**

**Name of institution's program** \_\_\_\_\_

**Levels for which candidates are being prepared**

\_\_\_\_\_ P-12

\_\_\_\_\_ Higher Education

\_\_\_\_\_ Other (specify) \_\_\_\_\_

**Degree or award level** \_\_\_\_\_

**Is more than 50% of this program offered off-site using face-to-face or blended delivery?**  Yes  No

If yes, list the sites at which the program is offered \_\_\_\_\_

**Is more than 50% of this program offered via distance education?**  Yes  No

If yes, please identify the delivery method:

satellite transmission  compressed video  Internet  Podcast

CD/DVD/videotape  Other: \_\_\_\_\_

## GENERAL DIRECTIONS

**The revised Program Report for Advanced Programs will be effective August, 2008 with data collection to begin in Fall 2008.**

To complete a program report, institutions must provide evidence of meeting applicable standards/outcomes. **If there are no identified standards, programmatic outcomes must be provided.** Advanced programs for the continued preparation of teachers require 6-8 assessments. Doctoral programs require 5-8 assessments. In their entirety, the assessments and data required for submission in this report must answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional responsibilities?
- Can candidates apply their knowledge in classrooms, schools, or other settings appropriate to their area?
- Do candidates focus on student learning and/or the establishment of positive environments appropriate to their area of focus?

To that end, the program report form includes the following sections:

**Section I. Context** (*6-page maximum narrative, plus three attachments not to exceed 5 pages each*)

Provide general information on the program as specified by the directions for this section.

**Section II. List of Assessments** (*completion of chart*)

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

**Section III. Relationship of Assessments to Standards/outcomes** (*completion of chart*)

Using the chart included in this report form, indicate which of the assessments listed in Section II provides evidence of meeting specific program standards/outcomes.

**Section IV. Evidence for Meeting Standards** (*attachments of the assessment, scoring guide/criteria, and data tables plus a 2-page maximum narrative for each of the 5-8 assessments*)

Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section.

## **Section V. Use of Assessment Results to Improve Candidate and Program Performance (3-page maximum narrative)**

Describe how faculty are using the data from assessments to improve candidate performance and the program, as the data relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning (as appropriate).

### ***Format and page limits for narrative sections and attachments:***

**Narrative:** Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type and one-inch margins.

**Attachments:** Sections I and IV include attachments. In general, attachments should be no longer than the equivalent of five text pages.

## **KEY DEFINITIONS**

**Adjunct Faculty.** Part-time faculty in the professional education unit or program who are not full-time employees of the institution.

**Blended Delivery or Learning:** blended delivery combines face-to-face and electronic course delivery with the electronic portion of the course going beyond standard course support through sites such as Blackboard or Web CT.

**Content Knowledge for Advanced Programs for Teacher Education and Other Education Unit Programs:** The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary levels. Content knowledge also refers to the professional field of study (e.g., special education, early childhood, school psychology, reading, or school administration.) *In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report.*

**Content Knowledge for Other Programs in the Education Unit:** The subject matter or discipline in which candidates are being prepared to work.

**Distance Education:** Coursework delivered by electronic means, whether satellite transmission, Internet, fiber optics technology, CD ROM, videotape, or other specified technology that occurs at a place other than where the instructor is located or at a time other than when the instructor teaches the class.

**Field Experiences:** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings. Field experiences for advanced programs for the preparation of teachers may occur in their own classrooms or schools.

**Full-time Faculty.** Professional education faculty with full-time assignments in the professional education unit as instructors, professors at different ranks, and administrators. See professional education faculty.

**Off-Site delivery or Off-site:** Offering coursework at one or more sites separate from the institution's main campus, either by distance education or by traditional instruction.

**Part-time Faculty.** Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty. See adjunct faculty and professional education faculty.

**Professional Education Faculty.** Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit. See *adjunct faculty, clinical faculty, full-time faculty, higher education faculty, part-time faculty, and P-12 school personnel.*

**Standards/Outcomes:** Written expectations for meeting a specified level of performance.

## **Specific Instructions for Program Reports to be Submitted to CHE**

### **Who Should Submit Program Reports:**

If the institution offers an advanced program in teacher education or other programs under the direction of education that are not reviewed by a SPA or accrediting agency, it must prepare a program report for CHE using this template. Reports are due to CHE one year in advance of the NCATE Board of Examiners (BOE) site visit.

Any questions about program applicability, eligibility, and/or exemptions must be directed to Dr. Paula Gregg ([pgregg@che.sc.gov](mailto:pgregg@che.sc.gov)), Program Manager, Academic Affairs at CHE.

### **CHE State Decision Process:**

External consultants will review the program reports and make the following recommendations:

1. *Commendation of Excellence*
  - The program substantially meets standards.
  - No further submission is required; the program will receive full *recognition* when the unit receives accreditation from NCATE.
2. *Full Approval*
  - The program meets standards.
  - No further submission is required; the program will receive full recognition when the unit receives accreditation from NCATE.

### 3. *Provisional or Probationary Approval*

- Typically, provisional approval is awarded under four circumstances:
  1. the unit does not receive full NCATE accreditation, in which case all programs in the unit are given provisional approval until the next evaluation which usually occurs two years later;
  2. the program has not received full approval from the SPA or specialized accrediting/professional body; under State Board of Education policy, a program has two years from the UAB decision to obtain full approval from the SPA;
  3. the program does not meet CHE's program productivity requirements; or
  4. the CHE consultant recommends provisional approval given a number of substantive weaknesses identified in the program
  
- The program generally meets standards; however, a "Response to Conditions" report must be submitted within 12 months to remove the conditions. Conditions may include one or more of the following:
  1. Insufficient data to determine if standards are met.
  2. Insufficient alignment among standards or scoring assessments or scoring guides.
  3. Lack of quality in some assessments or scoring guides.
  4. An insufficient number of standards met.

### 4. *Termination*

#### **Additional Assessments required by CHE:**

None

#### **Will CHE accept grades as one of the assessments?**

CHE will accept the use of grades or GPA as an assessment of content knowledge, but CHE staff advises institutions to be very selective about which grades are included. Staff suggests that if GPA is used, programs should not use an overall GPA but should include grades from a few carefully chosen courses that best reflect the program standards. The report should state clearly how the selected courses best represent meeting the program standards. Reviewers will find grades most meaningful as measures of content knowledge. As with other assessments, it is best to disaggregate the data. For example, a data table might present evidence of candidates' knowledge of content in such areas as child development, literacy, mathematics, educational research, and so forth. In general, programs should make a strong case that the combination of selected course grades does indeed represent mastery of content knowledge.

For more detailed information on grades, please visit the NCATE website:

<http://www.ncate.org/programreview/GuidelinesGrades.asp?ch=90>

## SECTION I—CONTEXT

### Provide the following contextual information:

1. Description of any state or institutional policies that may influence the application of the program.
2. Description of the field experiences required for the program.
3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.
4. Description of the relationship<sup>1</sup> of the program to the unit's conceptual framework.
5. ~~Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system<sup>2</sup>.~~

### Attach the following contextual information:

1. Program Purpose, Goals, and Objectives/Learner Outcomes. The objectives/learner outcomes should be measurable and the time frame for achievement should be reasonable.
2. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. This information may be provided as an attachment from the college catalog or as a student advisement sheet.
3. A chart showing the number of candidates and graduates (Attachment A at end of form).
4. A chart showing program faculty expertise and experience (Attachment B at end of form).
5. Financial Support of Graduate Students
6. Facilities and Equipment
7. Organizational Chart of Unit and Program, including a brief description of the processes used by the program in making budgetary, curricular, and faculty selection decisions.

For advanced programs for teachers, describe how the preparation of candidates significantly expands beyond preparation at the initial level.

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<sup>1</sup> The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

<sup>2</sup> This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**Attach the following CHE Curriculum Standards for Advanced Programs in Teacher Education and Other Education Unit Programs without Specialized Accreditation**

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**Specialized Comments by Degree Program:**

1. For advanced programs for teachers, describe how the program builds upon and extends the prior knowledge and experiences of the candidates. Provide evidence of how the preparation of candidates significantly expands beyond initial preparation.
2. For Ed.S. and Ed.D. programs, describe how the program is focused on the effective application of knowledge, competencies, and research from a **practitioner's point of need**. How does the program assist Ed.S. and Ed.D. candidates in becoming more fully engaged in action research related to problems and challenges confronting schools and communities at the functional level of operation?
3. For Ph.D. programs, describe how the program creates a climate where doctoral faculty serve as mentors of candidates and candidates are encouraged to be protégées who participate in a culture of research. How does the program assist candidates in developing the related intellectual skills that are not only involved in the dissertation study but extend into ongoing scholarly practice?

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(response limited to 10 pages, not including attachments)

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## SECTION II— LIST OF ASSESSMENTS

In this section, list the assessments that are being submitted as evidence for meeting the appropriate content standards/outcomes. All programs must provide a minimum of six assessments. If South Carolina does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Advanced programs for teachers must complete 6-8 assessments. Doctoral programs that prepare candidates for the professoriate must complete 5-8 assessments.

	<b>Name of Assessment<sup>1</sup></b>	<b>Type or Form of Assessment<sup>3</sup></b>	<b>When the Assessment Is Administered<sup>4</sup></b>
1	[Assessment of content knowledge] <sup>2</sup>		
2	[Assessment of content knowledge] <sup>2</sup>		
3	a.) [Assessment of candidate ability to plan and implement appropriate teaching and learning experiences – Advanced Preparation of Teachers] OR b.) [Assessment of professional knowledge – Other Programs]		
4	[Assessment of internship or other field experiences] For doctoral programs, include assessment appropriate to working with college students and/or professionals in the field (as appropriate).		
5	a.) [Assessment of candidate effect on student learning or on creation of supportive learning environments for		

Name of Assessment <sup>1</sup>	Type or Form of Assessment <sup>3</sup>	When the Assessment Is Administered <sup>4</sup>
student learning] OR b.) [Assessment of candidate effect on professional environment – Other Programs]		
6 [Additional assessment that addresses standards/outcomes. Assessment must be related to specific programmatic standards/outcomes]		
7 [Additional assessment that addresses standards/outcomes ( <i>optional</i> ) ]		
8 [Additional assessment that addresses standards/outcomes ( <i>optional</i> ) ]		

<sup>1</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessments.

<sup>2</sup> In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for purposes of this report.

<sup>3</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio, etc.).

<sup>4</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

## SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS/OUTCOMES

- I. All programs complete Chart #1.
- II. A. Programs for the Advanced Preparation of Teachers complete Chart #2.  
B. Other Advanced Programs complete Chart #3.

**Chart #1** - For each standard/outcome on the chart below, identify the assessment(s) in Section II that addresses the standard/outcome. One assessment may apply to multiple standards/outcomes.

ESSENTIAL PROFESSIONAL TOOLS FOR ALL CANDIDATES IN ADVANCED PROGRAMS (ALL PROGRAMS)	APPLICABLE ASSESSMENTS FROM SECTION II
<b>1. Cultural Competence.</b> Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2. Knowledge and Application of Ethical Principles.</b> Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>3. Communication Skills.</b> Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>4. Mastery of Relevant Theory and Research.</b> Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>5. Skills in Identifying and Using Professional Resources.</b> Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>6. Inquiry Skills and Knowledge of Research Methods.</b> Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

ESSENTIAL PROFESSIONAL TOOLS FOR ALL CANDIDATES IN ADVANCED PROGRAMS (ALL PROGRAMS)	APPLICABLE ASSESSMENTS FROM SECTION II
<b>7. Skills in Collaborating, Teaching, and/or Mentoring.</b> Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>8. Advocacy Skills.</b> Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>9. Leadership Skills.</b> Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

**Chart #2** – (For Programs for the Advanced Preparation of Teachers Only) For each NBPTS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NBPTS standards.

<b>NBPTS STANDARDS</b> <b>(Advanced Programs for Continuing Preparation of Teachers)</b>	<b>APPLICABLE ASSESSMENTS</b> <b>FROM SECTION II</b>
<b>CORE PROPOSITIONS</b>	
<b>1. Teachers are Committed to Students and Learning.</b> a. Demonstrate an understanding of students’ cognitive development and the influence of context and culture. b. Foster all students’ cognitive, affective, and social/cultural development, adjusting practice to meet individual needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b> a. Know subject(s) they teach. b. Know students’ typical understanding of subjects and how to teach subject(s). c. Foster problem posing and solving.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>3. Teachers are Responsible for Managing and Monitoring Student Learning.</b> a. Establish a disciplined learning environment and effectively engage students using a range of appropriate teaching techniques. b. Enlist expertise of others to complement own teaching. c. Assess individual students and whole class using multiple measures and communicate assessment/data collection to parents.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>4. Teachers Think Systematically about Their Practice and Learn from Experience.</b> a. Demonstrate an experimental and problem-solving approach to teaching how to apply theory, research, and personal experience to making decisions of practice. b. Critically examine practice on an on-going basis.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>5. Teachers are Members of Learning Communities.</b> a. Work collaboratively with others, including colleagues and parents, to foster school progress and improve educational experiences in the context of the community/state and through the development of curriculum, instruction, and staff. b. Use community resources to the benefit of students.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

**Chart #3** – (Required for Other Programs) -- Programs must identify competencies essential to particular focus areas or specializations beyond the essential professional tools. Examples might be knowledge of the legislative process for candidates specializing in public policy and advocacy. **Programs should identify competencies in clear performance language and include criteria by which the program assesses these competencies.**

Insert the standard/outcome on the chart below and identify the assessment(s) in Section II that addresses the standard/outcome. One assessment may apply to multiple standards/outcomes.

SPECIALIZED COMPETENCIES (For Programs <b>Other Than</b> Teacher Preparation)	APPLICABLE ASSESSMENTS FROM SECTION II
1.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
5,	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
6,	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
7.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

## SECTION IV—EVIDENCE FOR MEETING PROGRAM STANDARDS/OUTCOMES/PROFESSIONAL TOOLS

**DIRECTIONS:** The 5-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards/outcomes. Assessments have been organized into the following three areas that are addressed in NCATE Unit Standard 1:

- Content knowledge<sup>3</sup>
- Professional knowledge, skills and dispositions
- Focus on student learning (Advanced Programs for the continued preparation of teachers)

For each assessment, the evidence for meeting standards/outcomes should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards/outcomes it is cited for in Section III;
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards/outcomes; and
5. Attachment of assessment documentation, including<sup>4</sup>:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

*The narrative section for **each** assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages; however, in some cases assessment instruments or scoring guides may go beyond 5 pages.*

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<sup>3</sup> In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for purposes of this report.

<sup>4</sup> All three components of the assessment – as identified in 5a-c – must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data and (b) for some assessments, data may not yet be available.

**#1 (Required for all) CONTENT KNOWLEDGE: Assessment of content knowledge.**

Emphasis should be on knowledge as related to the advanced program's identified area(s) of specialization. Examples of assessments include comprehensive examinations, field projects, and portfolio tasks, action research, etc.<sup>5</sup> Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#2 (Required for all) CONTENT KNOWLEDGE: Assessment of content knowledge.**

Emphasis should be on knowledge as related to the advanced program's identified area(s) of specialization. Examples of assessments include comprehensive examinations, field projects, and portfolio tasks.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#3 (Required for all) PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:**

**Assessment that demonstrates candidates can effectively plan classroom-based instruction or other practices in field of specialization.** Standards/outcomes that could be addressed in this assessment include but are not limited to Core Standards; Essential Tools 1, 2, and 5-8; and additional specialized competencies. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural differences; (b) knowledgeable application of subject matter knowledge to specialized professional roles as emphasized in the advanced program; (c) use of effective and appropriate strategies of communicating; and/or (d) attention to effects on the learning of students. These assessments are often included in a candidate's portfolio.

Provide assessment information as outlined in the directions for Sections III and IV.

**#4 (Required for all) PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:**

**Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.** An assessment instrument used in field experiences should be submitted.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#5a. (Required for advanced preparation of teachers) EFFECTS ON STUDENT LEARNING (for programs for teachers): Assessment that demonstrates candidate effects on student learning.**

Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

**#5b. (Required for other programs) ASSESSMENT OF EFFECT ON PROFESSIONAL ENVIRONMENT**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

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<sup>5</sup> For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

**#6 (Required for advanced preparation of teachers): Additional assessment.** Standards/outcomes that can be addressed in this assessment include all of the standards/outcomes, essential tools, and **additional specialized competencies**. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. If the program has identified additional specialized competencies, this assessment **must** address those competencies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**#7 (Optional): Additional assessment.** Standards/outcomes that can be addressed in this assessment include all of the standards/outcomes, essential tools, and **additional specialized competencies**. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. If the program has identified additional specialized competencies, this assessment **must** address those competencies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**#8 (Optional): Additional assessment.** Standards/outcomes that can be addressed in this assessment include all of the standards/outcomes, essential tools, and **additional specialized competencies**. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. If the program has identified additional specialized competencies, this assessment **must** address those competencies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

## SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should address a number of different areas (e.g., content knowledge; professional knowledge, skills, and dispositions; clinical practice).

Include how weaknesses or recommendations from the most recent previous review have been addressed, if applicable.

(response limited to 3 pages)

**ATTACHMENT A**  
**Candidate Information**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<b>ON SITE</b>	<b>Program:</b>		
	<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Graduates</b>

<b>OFF SITE</b>	<b>Site:</b>		
	<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Graduates</b>

<b>OFF SITE</b>	<b>Site:</b>		
	<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Graduates</b>

**ATTACHMENT B  
Faculty Information**

**I. Professional Education/Full-time Faculty** - Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University<sup>6</sup></b>	<b>Assignment: Indicate the role of the faculty member<sup>7</sup></b>	<b>Faculty Rank<sup>8</sup></b>	<b>Tenure Track (Yes/No)</b>	<b>Scholarship,<sup>9</sup> Leadership in Professional Associations, and Service:<sup>10</sup> List up to 3 major contributions in the past 3 years<sup>11</sup></b>	<b>Teaching or other professional experience in P-12 schools<sup>12</sup></b>

<sup>6</sup> e.g., Ph.D. in Curriculum & Instruction, University of Nebraska

<sup>7</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>8</sup> e.g., professor, associate professor, assistant professor, instructor

<sup>9</sup> *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

<sup>10</sup> *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

<sup>11</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>12</sup> Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, professional development training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## II. Description of Adjunct/Part-time Faculty in the Program

- A. Complete the following information for Adjunct/Part-time Faculty members responsible for professional coursework, clinical supervision, or administration in this program.

Adjunct/Part-time Faculty in Professional Education who are responsible for:			
	Professional Coursework	Clinical Supervision	Administration
Number of Adjunct/Part-time faculty			
Total Number of Credit Hours Taught			
Total Number of Courses Taught			

- B. Describe the role of Adjunct/Part-time Faculty members responsible for professional coursework, clinical supervision, or administration in this program.