

## Evidences Expected to be Available

### Conceptual Framework

- Conceptual Framework with bibliography
- Statement of Institutional, Unit, and Program Mission
- Documents verifying that the conceptual framework has been reviewed
- Documents verifying the role of faculty in the review/revision process
- Documentation of changes, if any, made in the conceptual framework since the last visit

### Standard 1: Candidate Knowledge, Skills, and Dispositions

- Matrix of where each standard is assessed. The assessment should be specifically referenced. (For example, do not say EDN 227, but rather what in EDN 227 is used to assess the standard.) The matrix may be organized by product/assessment or standard.
- Rubrics used to assess the standards
- Candidate artifacts with annotations (by the institution/program) of what the artifacts evidence. The artifacts should reflect a range of quality.
- Annual summary of Praxis II scores for the specialty area.
- Sample technology portfolios of candidates for an initial teaching license.
- Sample products of learning of candidates for a master's level teaching license.
- Evidence that candidates can work with families to support student learning.

### Standard 1A: Undergraduate Candidate Qualifications

- csv files since the last visit, sorted for the specialty area
- Admission Policies and Procedures
- Policies and procedures limiting and monitoring progression
- Sample completed candidate applications

### Standard 1B: Licensure-Only Candidates

- Written policies and procedures verifying information contained in the institutional report.
- Sample Individualized Education Plans/Programs of Study for licensure-only candidates.
- Samples of any artifacts/documentation submitted by candidates seeking to demonstrate standards through alternate means.

### Standard 2: Assessment System and Evaluation

- Written Assessment Plan and Process
- Copies of assessment instruments (surveys, exit criteria, etc.)
- Documentation of annual program review
- Aggregated data on candidate performance derived from the assessment system
- Aggregated data on the program and program operations derived from the assessment system
- Documentation of changes based on data generated by the assessment system

### Standard 3: Field Experiences and Clinical Practice

#### Standard 3A: Field Experiences and Clinical Practice

- Field Experience/Internship/Student Teaching documents (e.g., handbooks)
- Syllabi with the planned sequence of activities highlighted
- Policies and procedures related to field placements
- Sample candidate artifacts from field experiences, internships, and student teaching
- Sample evaluations of candidates in field experiences, internships, and student teaching
- Documentation of tracking of field experiences
- Minutes of meetings showing collaboration

**Standard 4: Diversity**

- Syllabi with topics and assignments related to diversity highlighted.
- Demographic information on higher education and P-12 faculty.
- Demographic information on candidates.
- Demographic information on the schools in which candidates are placed for field experiences and clinical practice.
- Policies and procedures that ensure candidates have field experiences and clinical practice in diverse settings.
- Faculty and candidate recruitment and support activities.
- Any additional documentation of opportunities for candidates to interact with diverse higher education and school faculty and peers.

**Standard 5: Faculty Qualifications, Performance, and Development****Standard 5A: Faculty Assignment**

- Faculty Vita (for all individuals listed in the chart)
- Evidence of instructional strategies used and currency (may be selected syllabi, reviews of teaching, student work samples, etc.)
- Samples of Faculty Scholarship
- Aggregated data on faculty service and scholarship activities
- Faculty Evaluation Policies and Procedures
- Faculty Evaluation Protocols
- Sample faculty goals/annual objectives
- Samples of Professional Development Opportunities
- Schedule of Classes for the current semester and preceding semester and summer
- Job Description for the individual who coordinates the program (if available)
- Samples of where the individual who coordinates the program is identified
- Policies and procedures for adjunct faculty selection, orientation, and evaluation
- Materials used to orient adjunct faculty to the program
- Sample communications with adjunct faculty

**Standard 6: Program Governance and Resources**

- Organizational chart depicting the administrative location of the program and its relationship to the unit
- Minutes of program level meetings
- Summary of recent purchases of instructional resources (library and curricular) for the program
- Summary of recent purchases of technology resources for the program
- Budgeting policies and/or procedures

**Standard 6A: Working Conditions**

- Institutional Policies related to Faculty Loads (typically in a Faculty Handbook).
- Explanations for any overloads taught by faculty.