

Team Member Program Review Checklist

**Conceptual Framework**

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

Comments

Team Member Program Review Checklist

**CANDIDATE PERFORMANCE**

**Standard 1: Candidate Knowledge, Skills, 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. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

	Rating		
Element	Yes	Yes, but	No
1. Candidates for an <b>initial teaching</b> license meet the core standards. <b>Does not apply to school personnel support, instructional support, and school administration programs or to programs for those who already hold teaching licenses.</b>			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
2. Candidates for an <b>initial teaching</b> license meet the diversity standards. <b>Does not apply to school personnel support, instructional support, and school administration programs or to programs for those who already hold teaching licenses.</b>			
3. Candidates for an <b>initial teaching</b> license meet the technology standards and are required to complete a technology portfolio. <b>Does not apply to school personnel support, instructional support, and school administration programs or to programs for those who already hold teaching licenses.</b>			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
<p><b>4. Candidates meet the standards for the specialty area. Applies to all program areas.</b></p> <p>Programs leading to master's degree level licenses must include a product of learning that a panel of university faculty and school professionals can evaluate to determine whether or not the candidate has adequately demonstrated the master's level licensure standards. The product should reflect advanced teacher knowledge and skills, and include classroom impact (e.g., on-site visit and report; feedback from supervisors, colleagues, students, parents, and other individuals who might provide information about the candidate's performance; student performance data and analysis [higher score on exit exam in content]; etc.). MAT programs must address both the initial level and master's level standards.</p>			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
5. Candidates work with families to support student learning. <b>Applies to all levels and all programs.</b>			

Team Member Program Review Checklist

**Standard 1A: Undergraduate Candidate Qualifications**

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (PRAXIS I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

	Rating		
Element	Yes	Yes, but	No
1. Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program.			
2. Undergraduate degree-seeking candidates attain passing scores on the PPST (Praxis I) tests for admission to the teacher education program.			

### Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
3. Progression in the program is limited until formal admission to the program has been granted.			
4. Formal admission to the program occurs at least one semester prior to student teaching.			

Team Member Program Review Checklist

**Standard 1B: Licensure-Only Candidates**

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure. The institution has clearly designated a coordinator for alternative licensure programs who is responsible for working with lateral entry teachers.

	Rating		
Element	Yes	Yes, but	No
1. Written policies and procedures describe the process for determining requirements for licensure-only candidates.			
2. Licensure-only candidates are able to demonstrate standards through means other than traditional coursework.			

Team Member Program Review Checklist

**Standard 2: Assessment System and Evaluation**

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

	Rating		
Element	Yes	Yes, but	No
1. There is a system for the collection and analysis of data on candidate performance. (Individual Candidate Assessment)			
2. There is a system for the collection and analysis of data on program and program operations. (Program and Program Operations Assessment)			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
3. A formal review of the program occurs at least annually.			
4. Data on candidates, the program, and program operations have been analyzed.			
5. Improvements in the program and program operations have been made on the basis of data generated by the assessment system(s).			

Team Member Program Review Checklist

**PROGRAM CAPACITY**

**Standard 3: Field Experiences and Clinical Practice**

The program 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.

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

Sequentially planned field experiences for undergraduate degree-seeking candidates begin early in a candidate's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the candidate is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and candidates occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

Element	Rating		
	Yes	Yes, but	No
1. The program includes field experiences and clinical practice that reflect the roles for which candidates are preparing. The field experiences for undergraduate-degree seeking students are sequentially planned and begin early in the program.			
2. Student teaching is a continuous and extended minimum ten-week period of full-time student teaching in a single setting in the area in which the candidate is seeking licensure. <b>Applies to programs leading to an initial license only.</b>			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
3. P-12 partners are involved in the design, implementation, and evaluation of field experiences and clinical practice.			
4. Written criteria ensure quality field placements for candidates.			
5. Cooperating teachers and field-based supervisors are prepared for their roles.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
6. All field experiences are appropriately supervised. Formal evaluations of candidates completing field experiences and student teaching occur as appropriate. University faculty and cooperating teachers are involved in the evaluations as appropriate.			
7. Field experience and clinical practice requirements and placements are evaluated to ensure program quality.			

Team Member Program Review Checklist

**Standard 4: Diversity**

The program designs, implements, and evaluates curriculum and experience 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, their families, and other significant adults in their lives in public school settings.

	Rating		
Element	Yes	Yes, but	No
1. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning.			
2. The higher education and P-12 faculty with whom candidates interact reflect ethnic, racial, and gender diversity.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
3. Candidates interact on campus and in schools with professional education faculty, faculty from other programs, and school faculty from diverse ethnic, racial, and gender groups.			
4. Candidates reflect ethnic, racial, and gender diversity.			
5. Candidates interact and work with candidates/peers from diverse ethnic, racial, gender, and socioeconomic groups on campus and in schools.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
6. The P-12 students with whom candidates work in clinical experiences reflect ethnic, racial, gender, and socioeconomic diversity and exceptionalities.			
7. Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students.			

Team Member Program Review Checklist

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

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 performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

**Standard 5A: Faculty Assignment**

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, doctorate. Each advanced program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered. The use of adjunct faculty does not detract from the quality of the program.

	Rating		
Element	Yes	Yes, but	No
1. There is evidence that faculty have the appropriate academic preparation for their assignments.			
2. There is one appropriately specialized faculty member, full-time to the institution, who is responsible for coordinating the program.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
3. The program coordinator teaches in the program and provides leadership for and oversight of the program.			
4. If the program is offered at the doctoral level, at least three full-time faculty who teach in the program hold the earned doctorate in the program area.			
5. Faculty use a variety of instructional strategies, including technology, to meet the needs of all learners. Teaching reflects the program's conceptual framework and current research, theories, and developments in their fields and in pedagogy.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
6. Faculty demonstrate scholarly work in their fields of specialization appropriate to the mission of their institution and their roles/assignments.			
7. Content Pedagogy and Professional Education faculty collaborate with colleagues in the disciplines and provide service to the college or university.			
8. Content Pedagogy and Professional Education faculty are actively involved with the professional world of practice in P-12 schools. They regularly and systematically collaborate with colleagues in P-12 settings.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
9. Content Pedagogy and Professional Education faculty provide education-related services at the local, state, national, or international levels and collaborate regularly with members of the broader professional community.			
10. Systematic and comprehensive evaluations of faculty performance are conducted.			
11. Faculty assess their own effectiveness as related to candidate performance.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
12. Evaluations are used to inform teaching, scholarship and service of faculty.			
13. Professional development opportunities are provided for faculty.			
14. Policies and practices ensure that the use of adjunct faculty does not detract from the quality of the program.			

Team Member Program Review Checklist

**Standard 6: Program Governance and Resources**

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

Element	Rating		
	Yes	Yes, but	No
1. There is clear leadership for and oversight of the program.			
2. There is an adequate number of faculty for the program.			
3. There is an adequate number of non-faculty personnel (including graduate assistants, if any) to support the program.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
4. The program facilities (including office and meeting space) are adequate and appropriate to support the program and facilitate the preparation of candidates.			
5. There are adequate instructional resources (including library resources and curricular materials) to support the program.			
6. Technology resources are current and appropriate to support the program.			

Team Member Program Review Checklist

	Rating		
Element	Yes	Yes, but	No
7. There is adequate fiscal support for operating the program.			

Team Member Program Review Checklist

**Standard 6A: Working Conditions**

**Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.**

Element	Rating		
	Yes	Yes, but	No
1. Undergraduate faculty teaching loads generally do not exceed 12 hours per semester; graduate faculty teaching loads generally do not exceed 9 hours per semester.			
2. Work load policies and practices allow faculty to be effectively engaged in teaching, advisement, service, scholarship, and P-12 schools.			