

EXAMPLES OF AREAS FOR IMPROVEMENT

Below is a list of sample areas for improvement (AFIs). BOE members may use these as a guide for writing AFIs.

Standard 1

1a. Content Knowledge for Teacher Candidates

- *(Initial and Advanced Preparation of Teachers)* The unit has less than an 80 percent pass rate for its program completers on the licensure examination that is required for state licensure.
- *(Initial)* The unit lacks sufficient evidence that candidates demonstrate adequate content knowledge.
- *(Advanced)* The unit lacks sufficient evidence that candidates demonstrate an in-depth knowledge of the content that they teach.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

- *(Initial)* The unit lacks sufficient evidence that candidates demonstrate adequate pedagogical content knowledge and skills.
- *(Advanced)* The unit lacks sufficient evidence that candidates demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.
- The unit does not ensure that candidates, with the exception of .xxx program candidates, demonstrate the pedagogical knowledge necessary to help all students learn.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

- *(Initial)* The unit lacks sufficient evidence that candidates demonstrate adequate professional and pedagogical knowledge and skills.
- *(Advanced)* The unit lacks sufficient evidence that candidates demonstrate in-depth professional and pedagogical knowledge and skills.
- The unit does not ensure that all candidates possess the professional knowledge and demonstrate the professional skills necessary to help all students learn.

1d. Student Learning for Teacher Candidates

- *(Initial)* The unit lacks sufficient evidence that candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
- *(Initial)* The unit does not ensure that candidates focus on student learning, use assessments in instruction, and develop meaningful learning experiences for P-12 students based on their developmental levels and prior experiences.
- *(Advanced)* The unit lacks sufficient evidence that candidates thoroughly understand the major concepts related to assessing student learning, regularly apply them in their practice, and make data-driven decisions so that all students can learn.
- *(Advanced)* The unit does not ensure that candidates of other school professionals are able to create positive environments for student learning and understand and build upon the developmental levels of P-12 students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

1e. Knowledge and Skills for Other School Professionals

- The unit lacks sufficient evidence that candidates demonstrate an adequate understanding of the knowledge expected in their fields.

1f. Student Learning for Other School Professionals

- The unit lacks sufficient evidence that candidates create positive learning environments for student learning.

1g. Professional Dispositions for All Candidates

- The unit has not clearly identified the professional dispositions that are expected of educators and that candidates must develop and demonstrate.
- The unit does not regularly and systematically assess professional dispositions of program candidates.
- Candidates are not familiar and do not demonstrate behaviors that are consistent with the professional dispositions identified by the unit.
- Candidates do not demonstrate behaviors that are consistent with the ideal of fairness and the belief that all students can learn.
- The unit lacks sufficient evidence that candidates develop and demonstrate the professional dispositions identified by the unit.

Standard 2

2a. Assessment System

- The unit does not have an assessment system in place to assess candidate performance, program quality, and the unit operations.
- The unit does not involve the professional community in the development and evaluation of its assessment system regularly and systematically.
- The unit's assessments do not reflect the proficiencies identified in unit's conceptual framework, professional, and state standards.
- The unit does not systematically and comprehensively monitor candidate performance at the transition points.
- The unit has not taken effective steps to eliminate bias in assessments and is not working to establish the fairness, accuracy, and consistency of its assessment procedures.
- The unit does not assess unit operations.

2b. Data Collection, Analysis, and Evaluation

- (*Continuing Visit*) The unit does not have a minimum of three years of candidate performance data for all of its program and assessment of unit operations.
- (*First Visit*) The unit does not have a minimum of two years of candidate performance data for all of its program and assessment of unit operations.
- The unit does not regularly and systematically collect and analyze candidate performance data to improve candidate performance, program quality, and unit operations.
- The unit does not regularly and systematically conduct graduate and employer follow-up surveys.
- The unit does not disaggregate candidate performance data for its alternate route, off-campus, and distance learning programs.
- The unit has not developed a formal candidate complaint procedure and a method to document complaint resolutions.
- The unit does not systematically collect and analyze assessment data in the xxx programs.
- Although programs are involved in the collection of data, the unit does not systematically analyze and evaluate those data for program and unit improvement.
- Technology is not used to support the systematic collection and analysis of data at either the program or unit level.

2c. Use of Data for Program Improvement

- The unit does not regularly and systematically use candidate and graduate performance data to make changes and improvements in its programs.
- Professional education faculty members do not have access to candidate assessment data and/or data systems.
- The unit does not regularly share assessment data with candidates and professional education faculty members to help them reflect on and improve their performance and programs.
- The unit has not used data from the assessment system to make program improvements.
- The unit does not systematically share assessment data with candidates and faculty across programs to help them reflect on and improve their performance.

Standard 3

3a. Collaboration between Unit and School Partners

- The unit's school partners do not participate in the design, delivery, and evaluation of field experiences and clinical practice.
- The unit does not make field experience and/or clinical practice placements in collaboration with its P-12 partners.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

- The unit does not provide candidates sufficient opportunities through field experiences to observe in schools, work with students, and interact with families, teachers, and other school professionals before clinical practice.
- The unit does not ensure that clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.
- Assessments used in field experiences and clinical practice do not reflect the unit's conceptual framework.
- Criteria for school faculty are not known to all of the involved parties.
- Candidates are not provided adequate opportunities in clinical practice to use technology to support teaching and learning.
- Professional education faculty members do not provide regular and continuing support for student teachers in distance learning programs.
- The unit does not ensure that all candidates in the advanced programs for teachers participate in field experiences.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

- Assessment of candidates' performance in clinical practice is not conducted jointly by the candidates, school faculty, and professional education faculty.
- Candidates do not collect and analyze data on student learning, and do not reflect on their work to develop strategies for improving student learning.

Standard 4

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

- The unit has not clearly identified proficiencies related to diversity that all candidates are expected to develop during their professional education programs.
- The unit lacks sufficient evidence that candidates demonstrate the diversity proficiencies as identified by the unit.

- The unit lacks sufficient evidence that curriculum and field experiences provide a well grounded framework for understanding diversity, and opportunities to develop and demonstrate proficiencies.
- The unit lacks sufficient evidence that candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

4b. Experiences Working with Diverse Faculty

- Candidates have limited/no opportunities to interact with diverse faculty members.
- Professional education and school faculty members have limited knowledge and experiences related to diversity.
- The unit has not demonstrated good-faith efforts to recruit and maintain professional education faculty members from diverse ethnic/racial groups.

4c. Experiences Working with Diverse Candidates

- Candidates have limited/no opportunities to interact with diverse candidates.
- The unit has not demonstrated good-faith efforts to increase or maintain a pool of candidates from diverse socioeconomic and ethnic/racial groups.

4d. Experiences Working with Diverse Students in P-12 Schools

- The unit does not ensure that all initial and advanced candidates have field experiences and clinical practice with P-12 students from different socioeconomic groups, and students from diverse ethnic/racial groups, and English language learners, and students with disabilities.
- The unit does not ensure that all candidates in distance learning programs have field experiences and clinical practice with P-12 students from different socioeconomic groups, and students from diverse ethnic/racial groups, and English language learners, and students with disabilities.

Standard 5

5a. Qualified Faculty

- Not all professional education faculty members possess earned doctorates or exceptional expertise that qualifies them for their assignments.
- Not all school faculty members are licensed in the fields that they teach or supervise.
- Not all professional education faculty members have contemporary professional experiences in school settings at the levels that they supervise.

5b. Modeling Best Professional Practices in Teaching

- The unit lacks sufficient evidence that professional education faculty members demonstrate thorough understanding of the content they teach and modeling best practices in teaching.
- The unit lacks sufficient evidence that professional education faculty members demonstrate the use of varied instructional strategies and integrate diversity and technology throughout their teaching.

5c. Modeling Best Professional Practices in Scholarship

- The unit lacks sufficient evidence that professional education faculty members are actively engaged in scholarship.

5d. Modeling Best Professional Practices in Service

- The unit lacks sufficient evidence that professional education faculty members are actively involved in service activities at the institution, in the P-12 schools, or at the local, state, national, or international levels.

5e. Unit Evaluation of Professional Education Faculty Performance

- The unit does not systematically and regularly evaluate professional education faculty members.
- The unit does not systematically and regularly evaluate clinical and part-time professional education faculty members.
- The unit lacks sufficient evidence that faculty evaluations are used to improve teaching, scholarship and service.

5f. Unit Facilitation of Professional Development

- The unit lacks sufficient evidence that professional development are provided to address needs based on faculty and unit evaluations.
- The unit lacks sufficient evidence that professional education faculty members are provided with opportunities for professional development.

Standard 6

6a. Unit Leadership and Authority

- The unit does not have a governance structure to effectively plan, deliver, and operate coherent programs of study.
- The current governance structure does not provide for the effective monitoring of the implementation of the various program assessment plans or the regular reporting of candidate performance relative to each program's defined outcomes.
- The unit's governance structure does not allow the unit to manage and coordinate the education programs that are located in other units of the institution.
- The unit does not effectively engage P-12 teachers and other practicing educators in design, implementation, and evaluation of the unit and its programs.
- The unit's publications are not current and accurate.
- The unit does not ensure that all candidates have access to advising services.
- (*Advanced*) The unit lacks the authority and structure to approve and manage all of its advanced programs.

6b. Unit Budget

- The unit's budget is not proportional to other comparable units on campus.
- The unit's budget is not adequate to provide quality professional education programs.

6c. Personnel

- Faculty workload policies do not allow professional education faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, P-12 collaboration, and service.
- Faculty workloads do not allow professional education faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, P-12 collaboration, and service.
- Faculty teaching loads generally exceed 12 hours for undergraduate courses and nine hours for graduate courses per semester, which limit opportunities for scholarship and service.
- The unit's use of part-time professional education faculty members contributes to a lack of program coherence, integrity, and quality.
- An inadequate number of support personnel limits faculty and administrator effectiveness in providing quality programs.

- An insufficient number of faculty members has an adverse effect on the quality and effectiveness of the operations.

6d. Unit Facilities

- Campus and school facilities are not adequate to enable professional education faculty members to support candidates in meeting standards.

6e. Unit Resources including Technology

- The unit does not provide adequate resources, including technology and personnel, to develop and implement the unit's assessment system.
- Information technology resources are limited to support professional education faculty members and candidates.
- Professional education faculty members and candidates do not have access to sufficient and current library and curricular resources and electronic information.
- Resources for distance learning programs are not sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.
- (*Advanced*) The lack of technology at the off-campus site creates uneven access for candidates to campus resources.