Offsite Formative Feedback Report: Transformation Initiative (Pilot Phase)*

Using NCATE Standards

Name of Institution
Date of Offsite Meeting

Site Visit Team Members

, Chair

Site Visit Team Observers

, State Consultant
, CAEP Staff
During the pilot period, NCATE Standards will be utilized. The following report focuses on the Transformation Initiative (TI) EPP’s evidence as presented in the Self-Study Report (SSR) and exhibits. This Offsite Formative Feedback Report will raise areas of concern and identify the evidence needed to determine that the EPP continues to meet standards. The report will also identify any areas of concern and additional evidence specific to the TI that is needed. The last section for each standard contains a list of evidence that the team plans to validate during the onsite visit. The validation list may also include specific documentation that the team would like to review prior to the onsite visit and could be included in the Self-Study Addendum.

**Overview and Conceptual Framework**

CF.1 Statement about the evidence

CF.2 Areas of concern related to the conceptual framework

CF.3 Evidence for the Site Visit Team to validate during the onsite visit

**Summary of the Transformation Initiative**

TI.1 Statement about the status of TI implementation

TI.2 Statement about the evidence

TI.3 Areas of concern related to the TI

TI.4 Evidence for the Site Visit Team to validate during the onsite visit

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Statement about the evidence

1.2 Status of TI, if related to this standard

1.3 Feedback on correcting previous areas for improvement (AFIs)

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1.4 Areas of concern related to continuing to meet the standard

(1)

Rationale:

1.5 Areas of concern related to TI

(1)

Rationale:

1.6 Evidence for the Site Visit Team to validate during the onsite visit

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Statement about the evidence

2.2 Status of TI if related to this standard

2.3 Feedback on correcting previous areas for improvement (AFIs)

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2.4 Areas of concern related to continuing to meet the standard

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Rationale:
2.5 Areas of concern related to TI

(1)

Rationale:

2.6 Evidence for the Site Visit Team to validate during the onsite visit

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Statement about the evidence

3.2 Status of TI if related to this standard

3.3 Feedback on correcting previous areas for improvement (AFIs)

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3.4 Areas of concern related to continuing to meet the standard

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Rationale:

3. 5 Areas of concern related to TI

(1)

Rationale:

3.6 Evidence for the Site Visit Team to validate during the onsite visit
Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Statement about the evidence

4.2 Status of TI if related to this standard

4.3 Feedback on correcting previous areas for improvement (AFIs)

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4.4 Areas of concern related to continuing to meet the standard

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Rationale:

4.5 Areas of concern related to TI

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Rationale:

4.6 Evidence for the Site Visit Team to validate during the onsite visit
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 unit systematically evaluates faculty performance and facilitates professional development.

5.1 Statement about the evidence

5.2 Status of TI if related to this standard

5.3 Feedback on correcting previous areas for improvement (AFIs)

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Rationale:

5.5 Areas of concern related to TI

(1)

Rationale:

5.6 Evidence for the Site Visit Team to validate during the onsite visit:
Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Statement about the evidence

6.2 Status of TI if related to this standard:

6.3 Feedback on correcting previous areas for improvement (AFIs)

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Rationale:

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6.6 Evidence for the Site Visit Team to validate during the onsite visit