Guiding Questions for the Conceptual Framework

The Conceptual Framework is a key component of the Preconditions Report. It serves to demonstrate that the educator preparation provider (EPP), previously referred to as the unit, has the capacity to be successful on a first accreditation visit.

When the Annual Report and Preconditions Audit (ARPA) Committee reviews the conceptual framework, it determines if the EPP demonstrates a shared vision for the EPP’s efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The ARPA Committee considers the following questions in conducting their review:

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<th>Precondition</th>
<th>Guiding Questions</th>
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<td>4.1 A brief description provides an overview of the unit’s conceptual framework.</td>
<td>• Are the key conceptual framework elements (e.g., mission, themes, proficiencies, etc.) described?</td>
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</table>
| 4.2 The vision and mission of both the institution and unit are clearly described. | • Are the vision and mission of the EPP and institution provided?  
  There should be at least a mission or vision statement from the EPP and institution, but both may not be provided.  
  • Are there links between the philosophy, purpose, and goals/organizational standards and the conceptual framework?  
  An EPP may not have a philosophy, purpose, and goals/organizational standards, but it should have additional information about what informs and guides the conceptual framework. |
| 4.3 The unit’s philosophy, purposes, and goals/organizational standards support its conceptual framework. | • Are the EPP’s philosophy, purposes, and goals/organizational standards provided?  
  • Are there links between the philosophy, purpose, and goals/organizational standards and the conceptual framework?  
  • Are there multiple and recent sources?  
  • Is a bibliography provided that includes sources?                                                                                                                                                                                                                                                                         |
| 4.4 Knowledge bases, including theories, research, the wisdom of practice, and education policies support the unit’s conceptual framework. | • Are theories, research, experience, and/or policies provided?  
  • Do the sources support the conceptual framework?  
  • Are there multiple and recent sources?  
  • Is a bibliography provided that includes sources?                                                                                                                                                                                                                                                                         |
| 4.5 Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, are aligned with the expectations in professional, state, and institutional standards. | • Are there proficiencies clearly identified and described?  
  • Do the proficiencies align to state, professional, and institutional standards?  
  • Are there proficiencies related to diversity and technology?  
  • Do the proficiencies support the conceptual framework?  
  Proficiencies should be able to be measurable and assessed.  
  Professional standards could include SPA (e.g., NCTM) standards, INTASC standards for initial programs, and NBPST standards for advanced programs.                                                                                                                                 |
### 4.6 A summarized description of the unit’s assessment system includes descriptions of:

1. **the transition points;**
   - Is an overview of the assessment system provided?
   - Are the transition points identified?
   - What are the requirements at each transition point?
   - How are those requirements assessed?
   - When do key assessments occur?

   At minimum there need to be transition points at program admission and completion.
   Note: NCATE Standard 2 requires transitions points at admission into the program, appropriate points during the program, and program completion.

2. **key assessments;**
   - Are the key assessments identified and described?
   - What proficiencies do the key assessment measure?

3. **process for assuring the unit’s assessments are fair, accurate, consistent, and free from bias;**
   - How does the EPP assure that assessments are fair, accurate, consistent, and free of bias?

4. **system for handling candidates who have not met unit expectations;**
   - How does the EPP respond, if a candidate does not meet the requirements at transition points or specific proficiencies?

5. **plan for evaluating unit operations;**
   - Does the plan include evaluation activities related to governance, planning, budget, personnel, facilities, services and procedures?
   - What is the timeline for when activities occur?

6. **summary of candidate performance on assessments conducted for admission into programs; and**
   - Are data at admission provided?
   - Does the data correspond to information provided at the admission transition point?
   - Is at least one semester of data provided?
   - Are the sample size, timeframe, and program for the data provided?

7. **summary of a sample of candidate performance at exit.**
   - Are data at completion provided?
   - Does the data correspond to information provided at the completion transition point?
   - Is at least one semester of data provided?
   - Are the sample size, timeframe, and program for the data provided?