

**NCATE 2000 Standards Scan—Met/Not Met
Summary Reports from Program Meetings (Fall 2000)
February 26, 2001**

Standard One (Content)

From TESH

Met

- ▶ Students have academic majors (or equivalent) in fields they teach; content knowledge is demonstrated by providing evidence (e.g. unit plans) for meeting state/national content standards on electronic portfolios
- ▶ Students provide evidence for meeting pedagogical content knowledge (PCK) in academic disciplines (e.g. unit plans, videotaped analysis, assessment of student work)
- ▶ Students provide evidence for meeting INTASC standards for teaching (e.g. commitment to students, class management, systematic reflection on practice, community involvement)
- ▶ Disposition demonstrated in professional presentations, electronic portfolios, student teaching evaluations

Not Met

- ▶ Program assessment of student performance (as demonstrated on electronic portfolios)—to provide ongoing feedback
- ▶ Ongoing assessment of student dispositions/professionalism
- ▶ All programs in compliance

Standard Two (Assessment/Evaluation)

From ELED and ECE

Met

- ▶ Sources of relevant evidence have been identified across the program
- ▶ Milestones for successful progress have been identified and implemented for each cohort
- ▶ Admission standards and procedures are in place and are being administered consistently
- ▶ Data on progress in the program has been “used” to shape and revise policies governing admission of transfers (internal)

Not Met

- ▶ Evaluation forms for field experiences at each level (freshman, sophomore, junior, senior, masters) [3 semester increments] are not standardized
- ▶ Input from/by cooperating school personnel on evaluation process is uneven—ranging from none to some
- ▶ Portfolio approach has not been institutionalized
- ▶ In general, a monitoring system has not been implemented

Standard Three (Field Experiences/Clinical Practices)

From Health and PE

Met

- ▶ Students have field experiences as part of course requirement for five different courses—
 1. Intro/Practicum/Students observe (tutor) in elementary and secondary schools
 2. Adapted—students work in schools with special needs students
 3. Elementary curriculum
 - A. Students teach small groups of children here at VT (from St. Mary's)
 - B. Students teach small groups of children at a nearby elementary school
 4. Secondary curriculum
 - A. Students teach small groups of children at a middle/high school

Not Met

- ▶ Visit/observe board meeting?
- ▶ Join professional association?

Standard Four (Diversity)

Met

- ▶ Key courses associated with diversity:
 - Disability focus (EDCI 3144/5554)
 - Intro to disability, issues of cultural diversity; gender, sexuality (EDCI 4124, 5114)
 - Gender, culture, race, history of schooling and access (EDCI 3024/5104)
 - ECE program has diversity field experience (3 hours), 4th year
 - Program areas address diversity in individual programs

Not Met

- ▶ To what extent are candidates taking foundational experience?
- ▶ Field-experiences (how is diversity incorporated?): site selection/supervision, classroom placement, focus/reflection
- ▶ Diversity of our students?
- ▶ Self-reflection and examination (how do we do this)?
- ▶ Faculty/supervisory diversity?
- ▶ How do we evaluate how we're doing?
- ▶ How well are the individual standards reflected in syllabi? (e.g. courses, field experiences)

Standard Five (Faculty quality, performance and development)

Met

Qualified Faculty

- ▶ All faculty have doctorates
- ▶ All clinical faculty have licenses in fields
- ▶ Clinical faculty are selected by a rigorous process
- ▶ Faculty are involved in scholarship
- ▶ Faculty are in regular professional communication (conference presentations, workshop presentations, consulting...)

Modeling Teaching

- ▶ Have regular program meetings to review course content
- ▶ Student review of teaching
- ▶ Peer support for teaching strategy in place
- ▶ Portfolio indicates technology integration
- ▶ Teaching awards

Modeling Scholarship

- ▶ Dossiers and FAR show evidence of scholarship
- ▶ Act related to teaching, learning, and their fields

Modeling Professional Practices Service

- ▶ Dossiers and FAR show evidence of engagement with the schools
- ▶ Faculty leadership positions at all levels

Collaboration

- ▶ Collaborations are present (documentation needed)

- ▶ Excellence in education
- ▶ List of publications and presentations that generate through collaboration

Unit Evaluation of Faculty

- ▶ Instructor evaluations
- ▶ Peer support strategy
- ▶ FAR

Professional Development

- ▶ Funds allocated for professional development

Not Met

Quality Faculty

- ▶ Need to have systematic way to get faculty into schools

Model Teaching

- ▶ Specify conceptual model; identify performance assessments
- ▶ Need system for promoting teaching recognition

Model Professional Practices

- ▶ Need better way of documenting involvement in schools and communities

Collaboration

- ▶ Work on documentation

Professional Development

- ▶ Need faculty mentor program

Standard Six (unit governance/resources)

Met

- ▶ Governance system in place
- ▶ We have a budget in place to support on-campus clinical work. Adequate? Don't know.
- ▶ Cite average teaching load. Describe support personnel and GTA's.
- ▶ Describe FDI program and online course support.
- ▶ Lots of instructional technology on campus

Not Met

- ▶ Need closer connection between Teaching and Learning and those supporting field experiences and student teaching.
- ▶ Need to report feedback from all internal and external advisory groups to all teacher education faculty.
- ▶ Need a formal unit evaluation process.
- ▶ Need to know more about budget allocations in other programs/departments in order to make appropriate comparisons.
- ▶ Digital photos of all computing labs accessible to students, including the New Media Center.
- ▶ Update/initiate program and/or faculty websites to show how instructional technology is used, particularly by teacher ed. students.
- ▶ We don't have a good system in place for teacher candidates to practice inst. cand.?
- ▶ Lack of resources to support development and implementation of assessment plan.