

Statutory Performance Measures	Performance Indicators	Alignment of TEAC, NCATE Standards/SPA Report Components
<p>a. Admission System (Comprehensive admission system which includes screening and counseling for students who are considering becoming teacher candidates)</p>	<p>(1) Institution has adopted appropriate admission criteria for baccalaureate or post-baccalaureate teacher education programs</p>	<p>4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising</p> <p>4.6.1 admissions and mentoring policies must encourage the recruitment and retention of diverse students and students to serve in high demand areas</p> <p>4.6.3 claims made by the program must be in its published materials</p> <p>Unit Standard 2: Assessment System and Unit Evaluation (NCATE) 2a. Assessment System (NCATE) <i>SPA Report, Section I – Context</i></p>
	<p>(2) Multiple entry points exist for students considering teacher education</p>	<p>2a. Assessment System (transition points) (NCATE) <i>SPA Report, Section I – Context</i></p>
	<p>(3) Institution has implemented a screening process that identifies successful teacher education candidates.</p>	<p>Unit Standard 2: Assessment System and Unit Evaluation (NCATE) <i>SPA Report, Section I – Context</i></p>
	<p>(4) Institution has implemented a counseling process to advise and position future teacher education candidates to be successful.</p>	<p>4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising</p> <p>4.6.2 The program or institution must distribute an academic calendar to students</p> <p>2c. Use of data for program improvement (NCATE) <i>NCATE/SPA Reports, Section I - Context</i></p>

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<p><i>b. Ongoing screening and counseling of teacher candidates by practicing teachers or faculty members</i></p>	<p>(1) Faculty members are responsible for meeting with assigned teacher education candidates at least once per year and once per term if the student is falling behind in credit hours or GPA.</p>	<p>4.5 Student support services</p> <p>4.5.1 Services available tot students in the program must be sufficient to support their success in learning (Quality Principle I) and successful completion of the program.</p> <p>4.5.2 The program must monitor the quality of the student support services to ensure that they contribute to student success in learning (Quality Principle I)</p> <p>4.53. Support services available to students in the program must, at a minimum, be equal to the support services provided by the institution as a whole</p> <p>4.7 Student feedback</p> <p>4.7.1 Keep a file of student feedback and complaints about the program’s quality and the program’s response</p> <p>4.7.2 Complaints about the program’s quality must be proportionally no greater or more significant than the complaints by students of other programs at the institution</p> <p>Unit Standard 2: Assessment System and Unit Evaluation (NCATE) <i>NCATE/SPA Reports: Section I – Context</i></p>
	<p>(2) Curriculum is designed to address content deficiencies of post-baccalaureate applicants (i.e., those who fail to pass the PLACE content exam</p>	<p>2c. Use of data for program improvement (NCATE) <i>NCATE/SPA Reports: Assessment One-Knowledge of Content</i></p>

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	<p>on first attempt).</p> <p>(3) Each candidate meets with faculty members regularly to discuss curriculum plans and ways to integrate field experience with content knowledge.</p>	<p>4.2 Faculty</p> <p>4.2.3 Program faculty members must be qualified to teach the course and have evidence of scholarship, contributions to the field and professional experience</p> <p>4.2.4 The program faculty’s qualifications must be equal to or better than those of the faculty across the institution as a whole</p> <p>3.b Design, implementation, and evaluation of field experiences and clinical practice (NCATE)</p>

<p><i>c. Course work and field based training that integrates theory and practice (i.e., early field experience) and educates teacher candidates in the methodologies, practices and procedures of teaching standard-based education</i></p>	<p>(1) The undergraduate curriculum of teacher education program is designed that so a teacher ed. student can complete it in four academic years.</p>	<p>4.1 Curriculum</p> <p>4.1.2 Meets the state’s program or curriculum course requirements for granting a professional license.</p> <p>Unit Standard 1: Candidate Knowledge, Skills, and Professional Disposition (NCATE)</p> <p>1a. Content knowledge for teacher candidates</p> <p>1b. Pedagogical content knowledge for teacher candidates</p> <p>1c. Professional and pedagogical knowledge and skills for teacher candidates</p> <p>1g. Professional dispositions for all candidates</p> <p>Unit Standard 3: Field Experiences and Clinical Practice <i>NCATE/SPA Reports: Section I – Context</i></p>
	<p>(2) An appropriate mix of general education, content knowledge, professional knowledge exists</p>	<p>4.1 Curriculum</p> <p>4.1.1 credits in academic major and pedagogical knowledge and teaching skill</p> <p>4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising</p> <p>4.6.4 The program must have a fair, equitable, and published grading policy</p> <p>Unit Standard 1: Candidate Knowledge, Skills, and Professional Dispositions (NCATE)</p>
	<p>(3) Course work and field experience integrates theory and practice.</p>	<p>Unit Standard 3: Field Experiences and Clinical Practice (NCATE)</p>

<p><i>d. Each candidate completes a minimum of 800 hours of field experience that relates to predetermined learning standards</i></p>	<p>(1) Student teachers have a comprehensive, supervised field experience in a professional development school</p> <p>(2) Student teachers are prepared prior to student teaching to understand the state laws that pertain to the classroom (e.g., health and safety)</p>	<p>Unit Standard 3: Field Experiences and Clinical Practice (NCATE)</p> <p>3a. Collaboration between unit and school partners</p> <p>3c. Candidates' development and demonstration of knowledge, skills, and professional dispositions to help students learn</p> <p><i>NCATE/SPA Reports: Section I – Context</i></p>
	<p>(3) Candidates are provided strong role models in the professional development schools to which they are assigned.</p>	<p>3a. Collaboration between unit and school partners (NCATE)</p>
	<p>(4) Student teachers are provided continuous feedback and support from college faculty in professional school setting.</p>	<p>3.b Design, implementation, and evaluation of field experiences and clinical practice (NCATE)</p>

<p><i>e. Demonstrate the skills required for licensure as specified by the State Board</i></p>	<p>(1) Graduates of teacher education programs meet the professional content standards as adopted by the SBE January 2000.</p>	<p>1.0 Quality Principle I: Evidence of Student Learning</p> <p>1.1 Subject matter knowledge</p> <p>1.2 Pedagogical knowledge</p> <p>1.3 Caring teaching skill</p> <p>Cross-cutting dimensions of Quality Principle I: Learning how to learn, Multicultural Perspectives and Understanding, and Technology</p> <p>4.1 Curriculum</p> <p>4.1.2 Meets the state’s program or curriculum course requirements for granting a professional license.</p> <p>Unit Standard 1: Candidate Knowledge, Skills, and Professional Dispositions (NCATE) <i>NCATE/SPA Reports:</i> <i>Section III – Standards Chart</i> <i>Section IV – Assessments and Findings</i> <i>6-8 Assessments with analysis of 3 years of aggregated data</i> <i>Section V – Use of Assessment Results to Improve Program</i></p>
<p><i>f. Comprehensive assessment of candidate’s knowledge of subject matter</i></p>	<p>(1) The student successfully demonstrates knowledge on written tests and in actual classroom settings.</p>	<p>1.0 Quality Principle I: Evidence of Student Learning</p> <p>1.1 Subject matter knowledge</p> <p>2.0 Quality Principle II: Valid assessment of student learning</p> <p>2.1 Rational fro the links between the assessment and (1) program goal, (2) program faculty’s claims about student learning, (3) and the program’s features.</p>

		<p>2.2 Evidence of valid assessment</p> <p>4.1 Curriculum</p> <p>4.1.3 Does not deviate from, and has parity with, the institution’s overall standards and requirements for granting the academic degree</p> <p>Unit Standard 1: Candidate Knowledge, Skills, and Professional Dispositions (NCATE) <i>NCATE/SPA Reports: Assessments One and Two – Knowledge of Content</i></p>
	(2) The student is able to demonstrate knowledge of content during the field experience.	<p>1b. Pedagogical content knowledge for teacher candidates <i>NCATE/SPA Reports: Section IV, Assessments 3-5</i></p>
	(3) The first-year teacher is able to apply the content knowledge in the K-12 classroom	<p>4.7 Student feedback</p> <p>Unit Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Unit Standard 2: Assessment System and Unit Evaluation (NCATE)</p>
		<p>NCATE Unit Standards Not Explicitly Stated</p> <p>Unit Standard 4: Diversity</p> <p>4a. Design, Implementation, and Evaluation of Curriculum and Experiences 4b. Experiences working with diverse faculty 4c. Experiences working with diverse candidates 4d. Experiences working with diverse students in P-12 schools (NCATE)</p> <p>Unit Standard 5: Faculty-Qualifications, Performance, and Development 5a. Qualified faculty 5b. Modeling best professional practices in teaching</p>

		<p>5c. Modeling best professional practices in scholarship 5d Modeling best professional practices in service 5e. Unit evaluation of professional education faculty performance 5f. Unit facilitation of professional development (NCATE)</p> <p>Unit Standard 6: Unit Governance and Resources</p> <p>6a. Unit leadership and authority 6b. Unit budget 6c. Personnel 6d. Unit facilities 6e. Unit resources including technology (NCATE)</p>
<p>Statutory Performance Measures</p>	<p>Performance Indicators</p>	<p>TEAC</p> <p>Applies to Everything Above:</p> <p>2.0 Quality Principle II: Valid assessment of student learning</p> <p>2.1 Rational for the links between the assessment and (1) program goal, (2) program faculty’s claims about student learning, (3) and the program’s features.</p> <p>2.2 Evidence of valid assessment</p> <p>3.0 Quality Principle III: Institutional learning</p> <p>3.1 Program decisions and planning based on evidence</p>

		<p>3.2 Influential quality control system (must do internal audit)</p> <p>4.2 Faculty</p> <p>4.2.1 the program members must approve the inquiry brief and proposal</p> <p>4.2.2 The Inquiry brief must demonstrate the faculty’s accurate and balanced understanding of the disciplines that are connected to the program</p> <p>4.3 Facilities, equipment, and supplies</p> <p>4.3.1 Program must demonstrate that it has appropriate and adequate budgetary resource allocation to deliver the program</p> <p>4.3.2 The program must have an adequate quality control system to monitor and improve the suitability and appropriateness of program facilities</p> <p>4.3.3 The facilities etc must be proportionate to the overall institutional resources</p> <p>4.4 Fiscal and administrative</p> <p>4.4.1 The financial condition of the institution that supports the program must be sound</p>
		<p>4.4.2 The program must demonstrate an appropriate level of institutional investment in and commitment to faculty development, research and scholarship</p> <p>4.4.3 Control system to ensure that the program has adequate financial and</p>

		<p>administrative resources</p> <p>4.4.4 The financial and administrative resources allocated to the program must, at a minimum, be proportionate to the overall allocation of financial resources of other programs at the institution</p>
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