Educator Quality and Effectiveness
Exhibits and Interviews for State Educator Preparation Provider (EPP) and Program(s) Approval (Initial or Renewal) Site Visits

I. Introduction

The exhibits listed in the pages that follow are critical for review team members to examine during the on-site visit. Please note that the quality of these exhibits will determine their degree of utility for teams. While this list covers most of the exhibits needed by teams, it is not exhaustive. Educator Preparation Providers may provide additional materials based on their specific context; however, units should limit their exhibits to those indicated below. If the exhibits presented are not providing evidence that a standard is met, the Site Review Team (SRT) may ask the EPP for additional information.

Exhibits should be organized by each element of a standard to assist SRT members in finding the evidence. In some instances, one exhibit may address more than one element, or be related to more than one standard. In the case of documents one to ten pages in length, the EPP should prepare enough duplicates so that one copy can be included for each standard/element the document proposes to address.

For larger items containing more than 10 pages in length, the EPP should provide only one copy of the document to the review team, but show clear cross-referencing to each standard/element the document proposes to address. Educator Preparation Providers are encouraged but not obligated to make exhibits available to review teams electronically prior to the visit. This can be done via a CD, flash drive, or online. In either case it is important to ensure that documents are clearly organized by standard and element, and that if made available online, links take the user to the intended documents or pages in a long document.

During the visit, site review teams will also expect to have the opportunity to interview key institutional officials and external partners, as well as candidates, graduates, and employers, if applicable. These interviews play a critical role in assisting review team members in validating the information presented in the Organizational Report and in the exhibits. Following the list of exhibits is a list of individuals and groups that should be available to be interviewed by the review team.

II. Exhibits for State Approval Site Visits

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

The following Standard 1 exhibits are required for EPPs seeking continuing state EPP and/or program approval only. Standard 1 is intended to demonstrate candidates' proficiency in content knowledge, teaching skills, and dispositions, by showcasing summarized data that are a product of the assessment system developed and maintained as a part of Standard 2.

Educator Preparation Providers seeking first-time state EPP and/or program approval are not expected to produce data summaries as they will likely not have candidates in the pipeline from which to produce candidate assessment data. However, EPPs seeking first-time state EPP and/or program(s) approval should be prepared to demonstrate and discuss how their assessment system will gather and analyze each of the data elements below. EPPs seeking first-time approval should also be able to produce a list of dispositions expected of candidates and the assessment tools used to measure candidates' dispositions.

Elements	Exhibits
1b, 1c	State licensure test scores aggregated by program area and reported over multiple years (Title II data reported to the state for the last year **must** be available to the team.)
1a, 1b, 1d	Key assessments and scoring guides used by faculty to assess candidate learning against standards and the outcomes identified in the unit's conceptual framework
1a, 1b, 1d	Samples of candidate work (e.g., portfolios at different proficiency levels)
1a, 1b, 1d	Follow-up studies of graduates and data tables of results
1a, 1b, 1c, 1d	Employer feedback on graduates and summaries of the results
1e	Student learning for other school professionals
1f	List of candidate dispositions, including fairness and the belief that all students can learn
1f	Assessments used to determine dispositions
1f	Summary of candidate performance on those assessments used to determine dispositions
1f	Employer feedback on graduates and summaries of the results related to professional dispositions for all candidates

Standard 2: Assessment System and Unit Evaluation

Elements	Exhibits
2a. Assessment system	1. Document describing the unit's assessment system **in detail**, including key assessments of candidate performance and evaluations of unit operations
	2. Samples of formative and summative key assessments used to ensure candidates are ready to progress through the program and enter the profession
	3. Summaries of data from key assessments used at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion **(renewal of state EPP and/or program approval)**
	4. Minutes of meetings on the development and/or refinement of the assessment system and the use of data
	5. Procedures for ensuring that key assessments and unit operations are fair, accurate, consistent, and free of bias
2b. Data collection, analysis, and evaluation	6. Policies and procedures that ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements
	7. Sample of candidate assessment data disaggregated by alternate route, off-campus, and distance learning programs
	8. Unit or institutional policies for handling student complaints
	9. File of student complaints and the unit's response
	10. Description of information technology used to manage performance data
2c. Use of data for program improvement	11. Schedule for when unit analyzes data to make changes
	12. Examples of changes made to courses, programs, and the unit in response to data gathered from the assessment system **(renewal of state EPP and/or program approval)**

Standard 3: Field Experiences and Clinical Practice

Elements	Exhibits
3a. Collaboration between unit and school partners	1. Memoranda of understanding, minutes from meetings, etc. to document partnerships with schools
3b. Design, implementation and evaluation of field experiences and clinical practice	2. List of criteria for the selection of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)
	3. Professional development opportunities and requirements for school-based clinical faculty
	4. Descriptions of field experiences in programs for initial and advanced teacher candidates and other school professionals
	5. Descriptions of clinical practice in programs for initial teacher candidates and other school professionals
	6. Student teaching handbook
	7. Assessments and scoring rubrics/criteria used in field experiences for initial and advanced teacher candidates and other school professionals
	8. Assessments and scoring rubrics/criteria used in clinical practice for initial teacher candidates and other school professionals
	9. Agendas from meetings with cooperating teachers and internship supervisors
3c. Candidates' development and demonstration of knowledge, skills, and professional dispositions to help all students learn	10. Summary results of candidate assessments upon entering and exiting field experiences (Cross-reference with Standard 1 as appropriate.)
	11. Completion rates for candidates in student teaching and internships by semester

Standard 4: Diversity

Elements	Exhibits
4a. Design, implementation, and evaluation of curriculum and experiences	1. Curriculum components that address diversity issues (This might be a matrix that shows diversity components in required courses.)
	2. List of proficiencies related to diversity that candidates are expected to develop
	3. Assessment instruments and scoring guides related to diversity (Cross-reference with Standard 1 as appropriate.)
	4. Summary of data from assessments of candidate performance related to diversity. (Cross-reference with Standard 1 as appropriate.)
4b. Experiences working with diverse faculty	5. Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups
	6. Demographics on diversity of faculty, including but not limited to race/ethnicity and gender
	7. Policies and practices for recruiting and retaining a diverse faculty
4c. Experiences working with diverse candidates	8. Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups
	9. Demographics of candidates, including but not limited to race/ethnicity, gender, and socioeconomic status
	10. Policies and practices for recruiting and retaining diverse candidates
4d. Experiences working with diverse students in P-12 schools	11. Unit policies, practices, and/or procedures that facilitate experiences with students from diverse groups
	12. Demographics of the student population in the partner schools in which candidates are placed, including but not limited to race/ethnicity, gender, socioeconomic status, English language learners and students with disabilities

Standard 5: Faculty Qualifications, Performance, and Development

Elements	Exhibits
5a. Qualified faculty	1. Summary of faculty qualifications and assignments
	2. Table showing licensure status of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)
5b. Modeling best professional practices in teaching	3. Summary of instructional strategies, including the use of technology, used by faculty
5c. Modeling best professional practices in service	4. Summary of projects completed by faculty in service and/or collaboration with professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5d. Organization evaluation of professional education faculty performance	5. Summary of faculty evaluations **(renewal of state EPP and/or program approval)**
5f. Unit facilitation of professional development	6. Professional development activities offered by the unit
	7. Professional development activities in which faculty have participated **(renewal of state EPP and/or program approval)**
	8. Unit policies related to professional development

Standard 6: Unit Governance and Resources

Elements	Exhibits
6a. Unit leadership and authority	1. Policies on governance and operations of the unit
	2. Descriptions of the unit governance structure, including organizational charts
	3. Unit policies on student services such as counseling and advising
	4. Recruiting and admission policies
	5. Academic calendars, catalogues, unit publications, grading policies, and unit advertising
6b. Unit budget	6. Unit budget, with provisions for assessment and technology
6c. Personnel	7. Faculty workload policies
	8. Summary of faculty workloads
	9. List of faculty by full-time and part-time status
	10. List of support personnel in unit
	11. Faculty development expenditures
6d. Unit facilities	12. List of facilities, including computer labs and curriculum resource centers
6e. Unit resources including technology	13. Description of resources related to the unit assessment system and the use of information technology by faculty and candidates
	14. Description of library resources, including electronic resources

III. List of Individuals and Groups for On-Site Evaluation Interviews

Group I - Organizational Operations Team
- EPP Head/Executive Director
- Key EPP Personnel (those responsible for developing and implementing programs)
- Accreditation and Program Approval Coordinator
- Assessment Coordinator(s)
- Data Manager
- Admissions Director/Coordinator

Group II - Unit Faculty
- Institutional/Organizational Faculty members
- Department chairs (if applicable)

Group III - School-based faculty and LEA Partners (for school visits)
- Field experience coordinator(s)
- School-based faculty (if applicable)
- P-12 Administrators/LEA partners
- Employers of recent graduates (renewal of state EPP and/or program approval)

Group IV - Candidates and Recent Graduates (renewal of state EPP and/or program approval)
- Current Candidates (can be conducted during school visits)
- Recent Graduates