District of Columbia
Office of the State Superintendent of Education

Application for State Accreditation and Program Approval
Post-Baccalaureate Non-Degree Educator Preparation Programs

Division of Elementary and Secondary Education
Educator Licensure and Accreditation

810 1st Street - 5th Floor

Washington DC 20002

STATE-APPROVED EDUCATOR PREPARATION PROGRAMS

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I. Introduction and Overview

The District of Columbia's Office of the State Superintendent of Education (OSSE) is seeking applications from eligible entities to establish state-accredited post-Baccalaureate educator preparation programs. Programs seeking accreditation will be designed to accommodate recent college graduates or mid-career professionals seeking to enter the field of teaching or school administration. Candidates that complete a state-approved program will be eligible to seek a Regular I teacher or administrator license in the District of Columbia.

The goal of the state accreditation and program approval system is to ensure a steady flow of high-quality candidates for teaching and administrator positions in the District of Columbia by allowing alternate routes for educator preparation. The District of Columbia's standards for State-accreditation and approval of programs insist on high standards and selectivity for teacher and administrator candidates. It is anticipated that programs approved under this application will be accelerated in nature, and include pre-service and intensive mentoring components.

State approval of a program means OSSE has examined the quality of programs preparing teachers and administrators for the District of Columbia's schools and determined the programs meet the state's standards for entry into the profession. State approval is required for programs in the District of Columbia offering professional preparation programs to recommend candidates for state teacher and administrator licensure.

II. Eligible Applicants

Eligible applicants for this application include: institutions, agencies, and organizations seeking to prepare post-Baccalaureate, non-degree candidates for roles as District of Columbia teachers and administrators. Successful applicants will be granted *Accreditation and Program Approval* for approximately three academic years beginning on the date the application is approved by the State Superintendent of Education and ending on June 30th, 2013. No later than December 30th, 2012, organizations granted *Accreditation and Program Approval* under this application must notify OSSE in writing if they intend to seek continuation of their accredited and approved program status for another three-year term.

Institutions of higher education seeking state and/or national accreditation and approval for traditional degree-based programs shall continue to utilize the standards, timelines, and processes currently in place through the partnership between OSSE and the National Council for the Accreditation of Teacher Education (NCATE).

III. Organizational and Fundamental Program Design Requirements

Organizational Requirements

The following organizational criteria are required for institutions, agencies, and organizations seeking state accreditation and program approval in the District of Columbia:

1. If the applicant is a non-profit organization, it must be able to demonstrate evidence of its 501 (C) 3 status. If the organization is an Institution of Higher Education, it must be licensed to operate in the District of Columbia by the Education Licensure Commission and regionally accredited by an accrediting body recognized by the United States Department of Education.

2. There is a defined professional education unit within the organization, institution, or agency that is primarily responsible for the preparation of teachers and other professional education personnel.

3. A Dean, Director, Chair, Executive Director, or other qualified administrator has officially been designated to represent the professional education unit and has been assigned the authority and responsibility for its overall administration and operation.

4. The educator preparation unit has developed a candidate assessment system which evaluates the academic and professional competencies of education candidates at multiple points throughout all programs, through multiple evaluation methods.

Program Structure

The post-baccalaureate, non-degree program is designed to accommodate recent college graduates and mid-career applicants in gaining entry to the field of teaching. Programs must have a minimum of twelve (12) credit hours (180 contact hours), and last for a minimum of one (1) academic year. The contact hours may include pre- and in-service coursework.

Field Experiences

Successful field experiences require forging a strong partnership with schools and other institutions and are an critical element of any teacher or administrator training. For this reason, candidates must be placed in pre-service practice prior to taking on full teaching responsibilities. Programs are required to offer a hands-on, student-based field experience. Programs must also provide at least one-academic year of intensive mentoring for candidates. The state requires programs to provide extensive and frequent mentoring to candidates with intensive contact and support for the first eight weeks of employment and ongoing mentoring throughout the first academic year.

Admissions

Programs must demonstrate highly selective criteria for admission of candidates to the program which may include evidence of successful work experience. The table below shows the grade point average requirements for program entry.

Minimum Undergraduate Grade-point-average	Successful Work Experience
3.0	Less than 5 years
3.25 last 60 hours	

3.25 in subject courses	
2.75	5 to 10 years
2.5	More than 10 years

The minimum grade-point-average standards stated above are subject to minor changes to accommodate candidates with exceptional qualifications.

In addition, teacher candidates must successfully complete the Praxis I: Pre-Professional Skills Test and Praxis II – Content assessment (where applicable) prior to taking responsibilities as a full time teacher of record.

IV. District of Columbia Accreditation and Program Approval Overview

Institutions, agencies, and organizations recognized as meeting state standards for educator preparation under this application process will receive State accreditation and program approval to offer professional educator preparation programs that lead to DC teacher or school administrator licensure.   The State Superintendent of Education's decision to grant or deny accreditation and program approval, based on the review of submitted applications and an onsite review of the organization, will be made on or about April 15th, 2010. Successful applicants will be notified in writing that they have been granted *Accreditation and Program Approval* status and will be added to OSSE's directory of state accredited institutions and organizations.

Accreditation and Program Approval authorizes an organization to begin operations, hire staff, recruit candidates, finalize partnerships with LEAs and/or Institutions of Higher Education, and start preparing educator candidates according to the provisions outlined in their approved application. By no later than December 30th, 2010, organizations granted Accreditation and Program Approval shall submit to the Educator Licensing and Accreditation (ELA) unit of OSSE, a Progress Report including, at a minimum, a description of progress on hiring staff, recruiting candidates, finalizing any partnership, pre-service, mentoring or operational and budgetary arrangements. In the Progress Report, organizations granted Accreditation and Program Approval shall also delineate operational elements that deviate from those presented in the original application. The ELA will provide organizations granted Accreditation and Program Approval under this application with the official reporting format and template for assembling the Progress Report in late October or early November 2010.

Upon receipt of the Progress Report, the ELA will assemble a panel of trained reviewers, comprised of members of the DC Board of Examiners, to review and report to the State Superintendent of Education, on the organization's progress since being granted accreditation and program approval. The Superintendent reserves the right to withdraw approval from any organization or program operating substantially different from the terms under which approval was granted. For example, organizations which in practice differ greatly from their application in terms of program offerings, fiscal stability and governance, admissions criteria, ability to offer adequate pre-service and mentoring support, or otherwise cannot demonstrate the capacity to carry-out the proposed activities and meet the standards articulated in this application risk losing their accreditation and program approval status.

The purpose of this approval structure is to ensure that applicants, including newly founded entities, are able to begin operations according to their plans. In evaluating the progress report, OSSE will not revisit issues of content. OSSE will evaluate only whether the organization demonstrates the capacity to carry-out the program in a fashion consistent with the organization's application. It is the intent of the OSSE that full approval will be withheld only from organizations which deviate from their proposal in a substantial manner deemed to be detrimental to candidate progress.

V. 2009-2010 Application Submission and Review Timeline

February 25th, 2010:
- OSSE releases the 2009-10 State Post-Baccalaureate Accreditation and Program Approval Application.

March 17th, 2010:
- OSSE holds application conference and question-and-answer session for prospective applicants (**This is a mandatory meeting for applicants seeking accreditation and program approval during the 2009-10 cycle**)
- At this time, prospective applicants are required to submit a letter of intent to apply for State accreditation and program approval

By March 24th, 2010:
- Team members for the review panels are selected by OSSE.
- On-site reviews/interviews with prospective applicants are scheduled

April 16th, 2010:
- Deadline for submission of Organizational Report and Subject Area program proposals to the OSSE

April 21st through May 21st, 2010:
- A state-facilitated, trained team of examiners conducts a review of submitted program proposals/reports and conducts an on-site review of the organization seeking accreditation and program approval.

May 24th through May 31st, 2010:
- Within one week of the review, OSSE's Educator Licensure and Accreditation (ELA) completes the final report of findings for each applicant organization and makes recommendations for approval of programs to the State Superintendent of Education
- OSSE sends a copy of the final report and recommendation to the official of the organization who signed the application with a copy to the head of the professional education unit within the organization.

Early to Mid-June 2010:
- The State Superintendent of Education makes a final decision regarding the accreditation and program approval status of the applicant and its programs.
- ELA notifies the institution/organization of the Superintendent's decision.

IV. Application Preparation and Submission

Application Components

The application consists of three (3) separate sections, each of which must be submitted for a review to occur. The application components are as follows:

1. Intent to Seek Accreditation and Program Approval Form - Provides general information about the organization and its educator preparation unit, identifies the professional education programs for which it is seeking approval, and demonstrates its eligibility to undergo a state accreditation and program review.   Appendix A provides details on the information required and the form for submission of your Intent to Seek Accreditation and Program Approval. OSSE will not review an Organizational Report and/or Subject Area Proposals from an organization that has not submitted a completed Intent to Seek Accreditation and Approval of Educator Preparation Programs form by the specified deadline.

2. Organizational Report - The Organizational Report is a narrative proposal outlining the organization's capacity to meet the organizational standards for DC state accreditation, emphasizing its approach to the standards' relevant indicators. A reporting template is provided in Appendix B for institutions, organizations, and agencies seeking State accreditation, to use as a guide in their responses to the standards.

The template is organized by standards and indicators. The response to each standard must include an itemized response to each indicator within a standard. While applicants are not required to directly answer the reference questions following each indicator, they should be used as a guide to frame the organizations broader responses for each indicator.

3. Subject Area Program Proposal - Organizations shall provide a detailed description of how they will prepare educators to teach the subject area(s) for which the applicant organization is applying for approval. Non-degree post-baccalaureate programs should focus primarily on pedagogy and instruction coursework which ensures that candidates are proficient in content knowledge prior to entering their respective programs. For organizations applying to create administrator programs, the organization shall provide a detailed description of how it will prepare candidates for school leadership positions.

The narrative summary shall include a discussion of how the program structure relates to the organizational vision and philosophy, connecting theory to practice. You may also include a description of the program, the plan of study to the program subject, distribution of course/contact hours, syllabi, texts to be used, reading lists, etc. that reviewers may find useful in understanding and assessing the organization's ability to prepare candidates to meet the standards.   Responses to this section may be single or double spaced.

Appendix C provides detailed instructions and a sample format for providing the information required for the Subject Area Program proposals.

Submission Requirements

Organizations, institutions, and agencies seeking to become state-accredited will initiate the application process by first submitting a completed *Intent to Seek Accreditation and Approval of*

Educator Preparation Programs form, and will later submit a response to the DC Educator Preparation Organizational Standards and Subject Area Program Standards in the form of an Organizational Report and Subject Area Program Proposal(s). Again, it is important to note that OSSE will not review an Organizational Report and/or Subject Area Proposals from an organization that has not submitted a completed Intent to Seek Accreditation and Approval of Educator Preparation Programs form by the specified deadline. Following are the specific submission requirements and timeline:

<u>*Intent to Seek Accreditation and Program Approval*</u>

Submit to OSSE at or prior to the Application Conference and Question and Answer Session on Wednesday, March 17th 2010, one (1) original and one (1) digital copy of:

- a completed *Intent to Seek Accreditation and Approval of Educator Preparation Programs* form,

- an *Organizational Overview,* and

- signed assurances

<u>Attendance at the Application Conference and Question and Answer session is required for all institutions, organizations, and agencies seeking State accreditation during the 2009-10 cycle.</u>

<u>*Organizational Report and Subject Area Program Proposal(s)*</u>

No later than 5:00:00 p.m. Eastern time, Friday, April 16th, 2010, submit the following documents to the address listed below:

-- Organization Report: - one digital copy;

- One original hard copy,

- Three (3) hard copies, and

- One digital copy.

-- Subject Area Program proposals for each program for which State approval is sought -

- One original hard copy,

- Three (3) hard copies, and

- One digital copy.

Applications shall be submitted in a tabbed three-ring binder including all requested sections above. Applications may also be submitted on CD in digital format.

Please include a Table of Contents and number pages within each section consecutively. Also, please note that all narrative responses shall be double-spaced, except as otherwise indicated.

Submit to:

Office of the State Superintendent of Education
Division of Elementary and Secondary Education
Attention: Educator Licensure and Accreditation
810 1st Street, NE- 5th Floor

Washington, DC 20002

Delivery of Applications and Supporting Documents

Submissions by mail or other delivery service are acceptable. However, applications must be received by OSSE by the stated deadline day and time to be considered as received on time. OSSE bears no responsibility for reviewing applications delayed in the general mail or OSSE mail system. Hand delivery is encouraged. Please note that photo identification is required for entry to the facility.

Questions on Application Submission or Review Process

All questions or comments regarding the preparation or submission of the application, or the application review process or timeline shall be directed to:

Orman Feres, State Accreditation Coordinator
Office: (202) 741-5218
Email: orman.feres@dc.gov

APPENDIX A

Intent to Seek Accreditation and Approval of Educator Preparation Programs

(Non-Degree Post-Baccalaureate Programs)

Please complete all sections of this form. The completed form must be submitted to OSSE at or prior to the Application Conference and Question and Answer Session on Wednesday, March 17th, 2010.

A. GENERAL INFORMATION

Institution/Organization Information

Chief Executive Officer's Name _____

Chief Executive Officer's Title _____

Institution/Organization Name: _____

Institution/Organization Address: _____

City: _____ State _____ Zip _____

Type (private, public): _____

If the institution/organization is accredited by NCATE, a regional, or other accrediting body, provide the name(s) and dates(s) of the last visit:

Name _____ Date of Last Visit _____

Name _____ Date of Last Visit _____

Name _____ Date of Last Visit _____

Educator Preparation Unit Information

The Educator Preparation Unit is the department within the institution or organization, which has prime decision-making authority over the development and operation of the educator preparation programs. The Unit Head is the top official within the Educator Preparation Unit.

Unit Head's Name _____

Unit Head's Title _____

Unit Name _____

Unit Address: _____

City: _____ State _____ Zip _____

Telephone _____ Email _____

Primary Accreditation Contact Person

Primary Accreditation Contact's Name _____

Primary Accreditation Contact's Title _____

Telephone _____ Email _____

To the extent possible, please provide the following information about the Educator Preparation Unit and Programs

Branch locations (if applicable) _____
_____

Centers administered by the educator preparation unit (if applicable) _____
_____
_____

Off-campus programs administered by the unit (if applicable) _____
_____

Consortia arrangements (if applicable) _____
_____

Key instructional partnerships (with LEAs, IHEs, etc.) _____
_____

B. PROGRAM(S) FOR WHICH APPROVAL IS REQUESTED

For each program for which approval is requested, place a check mark in the box to the right. Applicants must submit a Subject Area Program Proposal for each program identified as a target for approval as checked below.

Subject Area Programs	
Early Childhood Education (Pre-K – Grade 3rd)	
Elementary Education (Grades 1 - 6)	
English (Grades 7 -12)	
Middle-level Mathematics (Grades 4-8)	
Mathematics (Grades 7-12)	
General Science (Grades 7-12)	
Biology (Grades 7-12)	
Chemistry (Grades 7-12)	
Physics (Grades 7-12)	
Computer Science (Grades 7-12)	
Social Studies (Grades 7-12)	
Reading Specialist (Grades K – 12)	
Art (Grades K – 12)	
Foreign Language – Modern (Grades K – 12)	
Health and Physical Education (Grades K – 12)	
Music – Instrumental (Grades K – 12)	
Music – Vocal (Grades K – 12)	
Special Education – Non-Categorical (Grades K – 12)	
Special Education – Categorical (Grades K – 12)	
English as a Second Language (Grades K - 12)	
Administrative Services	

C. ORGANIZATIONAL OVERVIEW

Please provide an overview of the applicant organization and preparation program proposal. The overview consists of the organization's mission; philosophy of education preparation; subject area programs applied for; and other relevant information to provide an overall understanding of the preparation program's design. Please be advised that OSSE reserves the right to distribute and post the Organizational Overview.   Please limit your Program Overview response to five-pages in length.

- *Mission/Vision/Philosophy*
  Please provide a description of the organizational mission statement and education preparation philosophy. Include relevant background information and organizational history, qualifications of key staff, and a list of subject areas for which approval is sought.

- *Program Structure*
  Provide anticipated program start date of the program, estimated tuition, and anticipated number of candidates. Describe the structure of the program, including course/contact hour requirements, and program length. Describe provisions for exiting participants from the program.

- *Field Experiences*
  Provide a description of pre-service practice and mentoring components. Include a description of schools, local educational agencies, and other partners.

- *Admissions*
  Provide information on the program's admission criteria and procedures (must meet minimum criteria identified on page 2. Include information on recruitment and marketing plans, and ways in which the program is made accessible to mid-career and other post-college applicants. Describe screening activities to determine candidates' appropriateness for teaching or school administration. Describe degree requirements or other academic and/or job related credentials required for program entry.

D. ASSURANCES

On behalf of the organization designated on this form, I verify that the information provided in this application is true, correct, and complete. I am duly and legally authorized to represent the applicant organization.

In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code Section 2-1401.01et seq., (Act) all Educator Preparation Programs approved by the District of Columbia shall not discriminate against candidates, faculty and personnel on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, familial status, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

Print Name of Executive Officer	Date

Signature of Executive Officer	Date

APPENDIX B

Educator Preparation Organizational Report
Non-Degree Post-Baccalaureate Programs

District of Columbia
Office of the State Superintendent of Education
Division of Elementary and Secondary Education

(Institution, Organization, or LEA name)

Instructions for Writing the Organizational Report

The Organizational Report is a narrative proposal outlining the organization's capacity to meet the organizational standards for DC state accreditation, emphasizing its approach to the standards' relevant indicators. The following reporting template should be used by institutions, organizations, and agencies seeking State accreditation, as a guide in their responses to the standards. Organizations may also refer to Appendix D for the complete Organizational Standards and indicators.

The template is organized by standards and indicators, which are highlighted in bold text. Your response to each standard must include an itemized response to each indicator within a standard. While applicants are not required to directly answer the reference questions following each indicator, they should be used as a guide to frame the organizations broader responses for each indicator.

Organizational Report Submission Requirements

In order for an organization's application to undergo review by an OSSE-appointed review team, it must submit one original, THREE (3) copies, and ONE (1) digital copy of its Organizational Report <u>and</u> one original, THREE (3) copies, and ONE (1) digital copy of the completed Subject Area Program Proposal(s) for each program for which State approval is being sought, by no later than 5:00.00 p.m, Eastern time, Friday, April 16th, 2010 to:

Office of the State Superintendent of Education
Division of Elementary and Secondary Education
Attention: Educator Licensure and Accreditation
810 1st Street, NE – 5th Floor
Washington, DC 20002

Evidence of Meeting Standards

OSSE will complete an on-site evaluation and interview after the Organizational Report has been submitted. An OSSE-appointed review team will request documentation to demonstrate that the organization meets the standards and relevant indicators contained in the application for accreditation. To the extent possible, the organization must furnish evidence which supports its application and demonstrates its capacity to meet the standards. At least one month prior to the on-site review date, OSSE will supply the organization with a list of documents to make available to the review team, in order to demonstrate that it meets the standards or has an acceptable plan to meet the standards prior to operation.

Standard 1 - Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and organizational standards.

A.   Pedagogical Content Knowledge for Teachers

1.   Describe the organization's plan for ensuring that teacher candidates develop the necessary pedagogical content knowledge for the subjects they intend to teach.

2.   How will data be used to demonstrate candidates' pedagogical content knowledge?

3.   What are the assessments/measures used to demonstrate that candidates can integrate technology in their teaching?

4.   What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' preparation related to pedagogical content knowledge?

B.   Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1.   Describe the organization's plan for ensuring that teacher candidates develop the necessary professional and pedagogical knowledge for the subjects they intend to teach.

2.   What assessment data are used to demonstrate that candidates have broad professional and pedagogical knowledge and skills?

3.   What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' preparation related to professional and pedagogical knowledge?

C.   Student Learning for Teacher Candidates

1.   Describe the organization's plan for ensuring that teacher candidates develop the candidates' ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all students learn?

2.   What assessment data are used to demonstrate candidates' ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences?

3.   What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences?

D.   Knowledge and Skills for Other School Personnel

1.   Describe the organization's plan for ensuring that candidates for other school personnel positions develop the necessary professional knowledge and skills?

2.   What key assessments/measures are being used? Describe the data from these key assessments that demonstrate that candidates preparing as other school personnel:
- know their students, families, and communities
- use current research to inform practice
- use technology in their practice

3.   What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' preparation related to professional knowledge and skills?

E.   Student Learning for Other School Personnel

1.   Describe the organization's plan for ensuring that teacher candidates develop the ability to understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work?

2.   What key assessments/measures are being used? Describe the data from these key assessments that demonstrate that candidates can create positive environments for student learning? What are the assessments/measures used?

3.   What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' ability to create positive environments for student learning?

F.   Professional Dispositions for All Candidates

1.   What dispositions are candidates expected to demonstrate by completion of programs?

2.   What key assessments/measures are used? What data indicate that candidates know and demonstrate the dispositions listed?

3.   What information will the organization seek from graduates and employers about graduates' professional dispositions?

Standard 2 - Assessment System and Unit Evaluation

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

A. Assessment system

1. How was the assessment system developed? Who participated in the development of the system?

2. In what ways does the assessment system reflect the candidate proficiencies outlined in the organization's mission, state standards, and professional standards?

3. What are the key assessments/measures used to monitor candidate performance? At what points are they administered in the programs? (use of a table outlining the key assessments, transition points, and alignment with state/industry standards is recommended for this section).

4. To what extent are the assessment measures used to determine admission, continuation in, and completion of programs? What other entry and exit criteria exists within the organization? What happens when candidates do not meet expectations?

5. What process has been adopted to ensure that assessment procedures are fair, accurate, consistent, and free of bias?

6. To what extent has the organization determined that the key assessments are predictors of candidate success?

7. What assessments and evaluations are used to manage and improve the operations and programs of the organization?

B. Data collection, analysis, and evaluation

1. Describe the organization's timeline for collecting data on each component of the assessment system. Include when (e.g., each semester, annually, biennially) data are collected for the key candidate assessments identified earlier, when surveys are administered, when programs are reviewed, and when other data related to program operations are collected.

2. Describe how the collected data are summarized and analyzed by the organization.
   - In what format are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)
   - How often are the data summarized and analyzed?
   - Whose responsibility is it to summarize and analyze the data? (Director, Accreditation

Coordinator, data coordinator, etc.)
- What information technologies are used to maintain the organization's assessment system?

3. How does the organization maintain records of formal candidate complaints and their resolutions?

C.   Use of data for program improvement

1. How are data used by candidates and faculty to improve their performance?

2. How are data used to discuss or initiate program or organization-wide changes on a **regular** basis?

3. What data-driven changes have occurred? (Note: This question is only applicable for organizations seeking continuing accreditation)

4. How are assessment data shared with candidates, faculty, and other stakeholders?

Standard 3 - Field Experiences and Clinical Practice

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

A.   Collaboration Between Organization and LEA/School Partners

1.   Who participates in the design, delivery, and evaluation of the organization's field and clinical experiences? In what ways do the partners cooperate?

2.   What were some of the contributions of the partners related to the design, delivery, and evaluation of the organization's field and clinical experiences?

3.   How are the partners involved in determining field experience and clinical placements?

B.   Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

1.   Describe the field experiences and clinical practices required in each program.

2.   How do the field and clinical experiences help candidates demonstrate the candidate proficiencies outlined in the organization's mission, state standards, and professional standards?

3.   How does the organization systematically ensure that candidates have opportunities to use technology as an instructional tool during field experiences or clinical practice?

4.   What criteria are used in the selection of clinical school-based faculty members? How are the chosen criteria implemented? What evidence suggests that clinical faculty members are accomplished school professionals?

5.   What preparation or professional development activities do school-based faculty members receive to prepare them for roles as clinical supervisors?

6.   How does the organization assure that school-based faculty provide regular and continuous support for teacher candidates?

C.   Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

1.   How are assessments during field experiences and clinical practice conducted?

2.   How is time for reflection and feedback incorporated into the field experiences and clinical practice?

Standard 4 - Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Design, implementation, and evaluation of curriculum and experiences

1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

2. What required coursework and experiences provide teacher and administrator candidates with:
   - awareness of the importance of diversity in teaching and learning
   - the knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations

3. What assessments provide evidence about candidates' proficiencies related to diversity?

B. Experiences working with diverse faculty

1. What is the percentage of professional education faculty and school-based faculty from different ethnic, racial, and gender groups? Other diversity characteristics can also be discussed if data are available.

2. What opportunities do candidates have to interact with faculty from diverse backgrounds?

3. What knowledge and experiences do professional education and clinical faculty have related to preparing candidates to work with students from diverse cultural backgrounds and students with exceptionalities?

4. What efforts does the organization make to recruit and retain diverse faculty?

C. Experiences working with diverse candidates

1. What is the percentage of education candidates from different ethnic, racial, gender, and socioeconomic groups? Other diversity characteristics can be discussed if data are available.

2. What opportunities do candidates have to interact with diverse candidates?

3. What efforts does the organization make to recruit and retain diverse candidates?

D.   Experiences working with diverse students in P-12 schools

1.   What is the percentage of P-12 students from different ethnic, racial, gender, and socioeconomic groups in the settings in which candidates participate in field experiences and clinical practice?

2.   How does the organization ensure that each candidate has at least one field experience with students from racial groups different than their own, students with exceptionalities, students from different socioeconomic groups, and male and female students?

3.   How does the organization ensure that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice?

4.   How does the organization ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with diverse students?

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 organization systematically evaluates faculty performance and facilitates professional development.

A.   Qualified faculty

1.   What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)?

2.   How does the organization know school-based faculty members are licensed in the areas they teach or are supervising? How experienced are school-based faculty?

3.   What contemporary professional experiences in school settings do the organization's clinical faculty have?

B.   Modeling best professional practices in teaching

1.   How does instruction reflect the organization's mission as well as current research and developments in the fields?

2.   How does faculty teaching encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

3.   What types of instructional strategies and assessment do faculty members model?

4.   How does faculty instruction reflect their knowledge and experiences in diversity?

5.   How do faculty incorporate the use of technology into instruction?

6.   How do faculty systematically engage in self-assessment of their teaching?

C.   Modeling best professional practices in service

1.   What types of service are expected as part of the organization's mission?

2.   In what types of service activities are faculty expected to be engaged?

3. What percentage of the faculty are actively involved in these various types of service activities?

D. Collaboration

1. In what ways do organizational faculty members collaborate with colleagues in P-12 schools and the broader professional community on a regular and consistent basis?

2. How has the collaboration led to improved teaching, candidate learning, and teacher education?

E. Unit evaluation of professional education faculty performance

1. How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations?

2. How are evaluations used to improve teaching, scholarship, and service?

F. Unit facilitation of professional development

1. How is professional development related to needs outlined in faculty evaluations? How does this happen?

2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and any aspect of the organization's mission?

3. How often do faculty members participate in professional development activities both on and off-site?

Standard 6 - Organization Governance

The organization 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.

A.   Organizational leadership and authority

1.   What responsibility does the educator preparation unit within the organization have for planning, delivering, and operating all programs for the preparation of educators?

2.   What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

3.   How does the organization ensure that candidates have access to student services such as advising and counseling?

4.   To what extent are recruiting and admissions policies described clearly and consistently in organizational publications?

5.   To what extent are academic calendars, catalogues, publications, grading policies, and advertising accurate and current?

B.   Organizational Budget

1.   What is the budget available to support programs preparing candidates to meet standards?

2.   To what extent does the organization provide financial support for professional development opportunities for faculty?

C.   Personnel

1.   What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, etc.)? What workload activities are included in the institution's faculty load policies?

2.   What are the actual workloads of faculty?

3.   To what extent do workloads allow faculty to be engaged effectively in teaching, and service (including time for such responsibilities as advisement and developing assessments)?

4.   Who are the support personnel in the unit? What support services do they provide?

D.   Organizational facilities

1.   Describe all existing and/or proposed facilities—classrooms, faculty offices, library/media center, and school facilities—to support teaching and learning?

E.   Organizational resources including technology

1.   To what degree does the organization depend on external resources to carry out its core programs? What plans are in place, if any, to institutionalize projects and/or programs funded by external resources?

2.   What information technology resources support faculty and candidates? How do these technologies help candidates achieve the commitments to technology outlined in the standards?

3.   What resources are available for the development and implementation of the organization's assessment system?

4.   What library and curricular resources exist at the organization? How sufficient and current are these resources? How accessible are resources to candidates?

APPENDIX C

SUBJECT AREA PROGRAM PROPOSAL GUIDANCE AND INSTRUCTIONS

Organizations shall provide a detailed description of how they will prepare educators to teach the subject area(s) for which the applicant organization is applying for approval. Non-degree post-baccalaureate programs will generally focus primarily on pedagogy and instruction coursework and demonstrate that candidates are proficient in content knowledge prior to entering their respective programs. For organizations applying to create administrator programs, the organization shall provide a detailed description of how it will prepare candidates for school leadership positions.

Organizations shall provide a narrative summary of how each standard will be met. (Note: The narrative in this section is not required to be double–spaced.)   Include a discussion of how the program structure relates to organizational vision and philosophy, connecting theory to practice.

You may include a description of the program, the plan of study to the program subject, distribution of course/contact hours, syllabi, texts to be used, reading lists, etc. which may be useful for reviewers to understand and assess the organization's ability to prepare candidates to meet the standards.

The following outline shall be followed when preparing the program proposal for a new teacher education program:

1. Scope
Identify how the new program fits into and will be supported by the organizational structure of the unit. Describe the plan for implementation and operation of the program. Identify the name and endorsement level(s) of the program, and list the objectives of the program.

2. Requirements
Give a complete listing of the courses and requirements for the program. List required courses and electives (if applicable), and describe any required competencies, skills, prerequisites, etc. that are required in addition to the coursework. Include descriptors of assessments, performance, and other documentation that supports the program objectives. A complete syllabus or course description for each course must be included in the program proposal.

3. Assessment System
Provide a full description of the assessment system used to evaluate candidates' progress and performance in the program. Identify key assessments and transition "gateways" for advancement in the program.

4. Response to Standards
Provide a standard-by-standard response to applicable regulations showing how the program meets each standard of each regulation. Organizations shall create a matrix, mapping candidate standards and indicators to each program's curricular and field experience activities. The mapping will also show the assessment strategies to be used to determine candidates' performance in meeting each standard.   Please see the sample matrix in Figure 1 for guidance.

5. Supporting Evidence

The program proposal must show supporting evidence of the organization's capacity to meet the program standards. Following are examples of the types of items which can typically be used to demonstrate that a particular standard or indicator is met:

- Course Syllabi
- Assignment Sheets
- Evaluation Forms (e.g., field experience or student teaching)
- Handouts
- Exams, tests, and quizzes
- Textbook Table of Contents; IF material that is covered is clearly evident in the syllabus, highlighted in the table of contents, and signed by the professor
- Teacher Education Handbook
- Advising Forms
- Field Experience Handbook(s) (optional)
- Other Materials (optional)

Subject Area Program Proposal Submission Requirements

In order for an organization's application to undergo review by an OSSE-appointed review team, it must submit one original, THREE (3) copies, and ONE (1) digital copy of its Organizational Report and one original, THREE (3) copies, and ONE (1) digital copy of the completed Subject Area Program Proposal(s) for each program for which State approval is being sought, by no later than 5:00.00 p.m. Eastern time, Friday, April 16th, 2010 to:

Office of the State Superintendent of Education
Division of Elementary and Secondary Education
Attention: Educator Licensure and Accreditation
810 1st Street, NE - 5th Floor
Washington, DC 20002

Fig. 1 – Sample Program Standards Map (Secondary Mathematics Used as an Example)

Standard 1: Knowledge of Mathematical Problem Solving			
Description	**Indicator**	**Map to Field Experiences / Map to Curriculum and Course Experiences**	**Assessment Strategies**
Candidates know, understand, and apply the process of mathematical problem solving.	Candidates can: • Apply and adapt a variety of appropriate strategies to solve problems. • Solve problems that arise in mathematics and those involving mathematics in other contexts. • Build new mathematical knowledge through problem solving. • Monitor and reflect on the process of mathematical problem solving.	• Problem Solving Course designated MA 520. • Introduce students to heuristics for problem solving. • Involve student in problem solving activities via exploration and experimentation to allow students to construct (and reconstruct) mathematics understanding and knowledge.	Scores on Praxis II Subject Tests for Mathematics (Content Knowledge and Proofs, Models, and Problems, Part 1) GPA in undergraduate mathematics courses Results from candidate self assessments and mentor/faculty scoring guides on candidates ability to: • Approach problems from multiple perspectives and help their students become better problem solvers; • Use assorted counting techniques to solve problems; • Begin developing mathematical proofs. • Use mathematical language to correctly state mathematical definitions and theorems.

APPENDIX D

Non- Degree Post-Baccalaureate Educator Preparation Programs

ORGANIZATIONAL STANDARDS AND INDICATORS

Institutions and Organizations seeking State-Only Approval for Organizational Accreditation which prepare and result in the recommendation of candidates for licensure as teachers shall be required to demonstrate that they meet the following organizational standards. The Standards below are an adapted version of the 2007 Professional Standards for the Accreditation of Educator Preparation Organizations and Institutions.

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 and state standards.	
Description	**Indicator**
1a. Pedagogical Content Knowledge and Skills for Teacher Candidates	Eighty percent or more of the organization's program candidates pass the state's content examinations for licensure prior to program entry. Teacher candidates: • Know the content that they plan to teach • Can explain important principles and concepts delineated in professional and state standards. • Understand the relationship of content and content- specific pedagogy delineated in professional and state standards. • Have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional and state standards to help all students learn. • Facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. • Are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.
1b. Professional and Pedagogical Knowledge and Skills for Teacher Candidates	Teacher candidates: • Can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. • Have a thorough understanding of and consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. • Know major schools of thought about schooling, teaching, and learning. • Are able to analyze educational research findings and

	incorporate new information into their practice as appropriate.
	• Reflect on their practice and are able to identify their strengths and areas of needed improvement.
	• Engage in professional activities.
	• Collaborate with members of the professional community to create meaningful learning experiences for all students.
	• Are aware of current research and policies related to schooling, teaching, learning, and best practices.
	• Are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.
1c. Student Learning for Teacher Candidates	Teacher candidates:
	• Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
	• Focus on student learning.
	• Are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.
	• Analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn.
	• Are aware of and utilize school and community resources that support student learning.
1d. Knowledge and Skills for Other School Professionals	Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. Candidates:
	• Know their students, families, and communities;
	• Use data and current research to inform their practices;
	• Use technology in their practices;
	• Support student learning through their professional services. Know and implement 'No Child Left Behind' requirements.
1e. Student Learning for Other School Professionals	Candidates:
	• Are able to create positive environments for student learning.
	• Understand and build upon the development levels of students with whom they work; the diversity of students families and communities; and the policy contexts within which they work.
1f. Professional Dispositions for All Candidates	Candidates:
	• Demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.
	• Work with students, families, colleagues and communities reflect these professional dispositions.

Standard 2: *Assessment System and Organization Evaluation*

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

Description	Indicator
2a. Assessment System	The organization has: • An assessment system that reflects the overall organization's design and vision, and professional and state standards. • A system that includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the organization's operations. • Taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and organization's operations. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.
2b. Data Collection, Analysis, and Evaluation	The organization: • Maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, effectiveness of completers, organization's operations, and program quality. • Uses multiple assessments from internal and external sources, and collects data from applicants, candidates, completers, faculty, and other members of the professional community. Assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and organization's operations. • Maintains records of formal candidate complaints and documentation of their resolution. • Maintains its assessment system through the use of information technologies appropriate to the size of the program and organization/institution.
2c. Use of Data in Organizational Improvement	The organization: • Regularly and systematically uses data, including candidate and completer performance information, to evaluate the efficacy of its courses, programs, and field experiences. • Analyzes program evaluation and performance assessment data to initiate changes in programs and organization operations. Faculty has access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.

Standard 3: *Field Experiences*
The organization 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.

Description	Indicator
3a. Collaboration between Organization and LEA/School Partners	The organization program and its school partners: • Design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. • Jointly determine the specific placement of teachers and interns for other professional roles to provide appropriate learning experiences. • Share expertise to support candidates' learning in field experiences and clinical practice.
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice	Candidates participate in field experiences that: • Facilitate candidates' development as educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, and participate in other educationally-related community events, such as interacting with families of students, attending school board meetings, and assisting teachers or other school professionals. • Analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning. • Reflect the organization's overall design and vision and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. • Engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families and communities. • Allow candidates to participate as teachers or other professional educators, as well as learners in the school setting. • Is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing and/or employed. Field Experience Supervisors • Use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional and state standards. • Provide regular and continuing support for teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.

	• Are clear and known to all of the involved parties. • Are accomplished professionals who are prepared for their roles as mentors and supervisors. • Have schedules with the capacity to accommodate an intensive mentoring program.
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn	Candidates: • Are assessed using multiple strategies to evaluate their performance and impact on student learning. • Have time for reflection and include feedback from peers and field experience supervisors. • Collect and analyze data on student learning, reflect on their work, and develop strategies for improving learning. • Participate in field experiences that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Field Experience Supervisors, Program and School-Based Staff: • Jointly conduct assessments of candidate performance throughout clinical practice. • Systematically examine results related to P–12 learning, using a process of continuous assessment, reflection, and action directed at supporting P–12 student learning.

Standard 4: *Diversity*

The organization 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 P-12 school faculty, candidates, and students in P–12 schools.

Description	Indicator
4a. Design, Implementation, and Evaluation of Curriculum and Experiences	The organization clearly articulates proficiencies related to diversity that candidates are expected to develop. Curriculum and field experiences provide a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates: • Are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. • Connect lessons, instruction, or services to students' experiences and cultures. • Communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. • Incorporate multiple perspectives in the subject matter being taught or services being provided. • Develop a classroom and school climate that values diversity. • Demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.

	Proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.
4b. Experiences Working with Diverse Faculty	Candidates: • Interact with faculty, both male and female, from at least two ethnic/racial groups. • Work with Faculty in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.
4c. Experiences Working with Diverse Candidates	Candidates: • Engage with other male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups. • Work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the organization makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.
4d. Experiences Working with Diverse Students in P–12 Schools	Candidates: • Have field experiences that provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. • Also work with English language learners and students with disabilities during some of their field experiences to develop and practice their knowledge, skills, and professional dispositions for working with all students. • Receive feedback from peers and supervisors to help candidates reflect on their ability to help all students learn.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues. The program systematically evaluates faculty performance and facilitates professional development.

Description	Indicator

5a. Qualified Faculty	Professional education faculty have expertise that qualifies them for their assignments. Faculty have: • Previous experience with similar educator preparation program instruction and professional development. • Appropriate educational background, relevant licenses or certifications. • Professional teaching experience in a variety of settings. • Professional teaching experience in the setting and content area directly relevant to the subject area for which candidates are being prepared. Other professional experiences that promote and reward qualities necessary for educators: working successfully with people of wide ranging skills and backgrounds; being well-prepared but also able to improvise and respond; and collaborating with others.
5b. Modeling Best Professional Practices in Teaching	Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty includes: • Helping candidates develop the proficiencies outlined in the state standards. • Guiding candidates in the application of research, theories, and current developments in their fields and in teaching. • Encouraging candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty: • Value candidates' learning and assess candidate performance. • Use a variety of instructional strategies that reflect an understanding of different learning styles. • Integrate diversity and technology throughout their teaching. • Assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.
5c. Modeling Best Professional Practices in Service	Most professional education faculty: • Provide service to the broader community in ways that are consistent with the organization's mission. • Collaborate with the professional world of practice in P–12 schools and with colleagues to improve teaching, candidate learning, and the preparation of educators. • Are actively involved in professional associations or provide community or education-related services.
5d. Organization Evaluation of Professional Education Faculty Performance	The organization conducts: • Systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. • Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.

Description	Indicator
5f. Organization Facilitation of Professional Development	Based upon needs identified in faculty evaluations, the organization provides opportunities for faculty to develop new knowledge and skills, especially as they relate to emerging practices.

Standard 6: *Organization **Governance and Resources***

The organization has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional and state standards.

Description	Indicator
6a. Organization Leadership and Authority	The organization: • Adequately plans, delivers, and operates coherent programs of study. • Effectively manages or coordinates all programs so that candidates are prepared to meet standards. Incorporates multiple perspectives in the subject matter being taught or services being provided. • Produces academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.
6b. Organization Budget	The Organization ('s): • Budget supports pre-service work essential for preparation of professional educators. • Projected budgets are reasonable, consistent with similar programs, and apply realistic projections for sources and uses of funds. • Budgetary and fiscal operations are consistent with accounting practices. • Has a track record of solid financial performance.
6c. Personal	The Organization ('s): • Workload policies allow faculty members to be effectively engaged in teaching, assessment, collaborative work in P–12 schools, and service. • Work together on committees and education projects related to education and the content areas. • Provides an adequate number of support personnel so that programs can prepare candidates to meet standards. • Provides adequate resources and opportunities for professional development of faculty.
6d. Organization's Facilities	The Organization: • Has adequate campus and school facilities to support candidates in meeting standards.

6e. Organization's Resources including Technology	The Organization: • Allocates resources across programs (where applicable) to prepare candidates to meet standards for their fields. • Has adequate information technology resources to support faculty and candidates. • Professional educational faculty and candidates have access both to sufficient and current library and curricular resources and electronic information, including resources available within surrounding community and through partners.

N O T I C E

DISTRICT OF COLUMBIA
Office of the State Superintendent of Education

State Accreditation and Program Approval
Post-Baccalaureate Non-Degree Educator Preparation Programs

Pre-Application Conference and Q&A Session

Attendance is required for all prospective applicants

WHEN: **Wednesday, March 17th, 2010**

WHERE: **Office of the State Superintendent of Education**
          810 1st Street, NE, 5th Floor Conference Room
          Washington, DC 20002

TIME: **1:30 pm - 3:30 pm**

CONTACT PERSON: **Orman Feres**
          Office of the State Superintendent of Education
          Division of Education Excellence
          810 1st Street, N.E. – 5th Floor
          Washington, D.C. 20002
          Tele: 202-741-5218
          orman.feres@dc.gov