



District of Columbia
Office of the State Superintendent of Education

Site Review Handbook

State Educator Preparation Provider and/or Program Approval

April 2019



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Introduction

All Educator Preparation Providers (EPPs) and the subject area programs they offer must be approved by the District of Columbia's Office of the State Superintendent of Education (OSSE). EPPs must be approved by OSSE in order to train educators to be licensed in the District of Columbia. EPPs in alternate route organizations or institutions and their subject area programs are eligible for state EPP approval. EPPs in DC institutions of higher education (IHEs) seeking program approval for new individual subject area programs are also eligible for state approval. Additionally, EPPs in DC IHEs seeking program approval for individual subject area programs with low (less than 10 candidates) or no enrollment are eligible for state approval.

In order to maintain high standards for quality, rigor, and credibility in the preparation of educators in D.C., OSSE relies on skilled and committed experts in the field of education and educator preparation in D.C. to volunteer their time and service to participate in the review process as members of OSSE State EPP and/or Program Approval Site Review teams (SRTs).

Site Review Teams

For state EPP approval site visits, OSSE selects SRTs consisting of three individuals from EPPs, local education agencies (LEAs), and/or schools, each with background and expertise in educator preparation and/or education in D.C. For program reviews, OSSE selects two individuals from EPPs, LEAs, and/or schools with background and expertise in the specific subject area being reviewed.

Site Review Team Member Roles and Responsibilities

Members of the SRT are charged with critically and objectively reviewing EPPs seeking recognition by the state to operate approved programs which result in recommendation for state educator credentials. Site Review Team members commit to approximately thirty hours of independent review, training, conference calls, an on-site visit, and the writing and submission of findings.

Code of Conduct

The state EPP and program(s) approval process is sensitive; objectivity and credibility are essential. The purpose of the OSSE Code of Conduct for SRT members is to prevent both real and apparent conflicts of interest and/or unethical behavior by OSSE representatives, including staff. Site Review Team members and OSSE staff shall conduct themselves, at all times while serving on the SRT, as thoughtful, competent, well-prepared, and impartial professionals. Members of SRTs should exclude themselves from SRT activities for any other reasons not listed in the Code which may represent an actual or perceived conflict of interest. Violation of any part of the Code may result in the SRT member's removal from the team for the visit in which the violation occurs. The Code of Conduct is included in Appendix C of this handbook.

Confidentiality

Confidentiality is an integral part of the state EPP and/or program(s) approval process. Site Review Team members and OSSE staff must have access to sensitive operational and financial information in order to conduct reviews of professional education units. All members of the site review process must protect the confidentiality of any information disclosed during the visit. The Code of Conduct (Appendix C) further addresses confidentiality of the site review process.

Training

Prior to participation in a site visit, site team members are trained by OSSE during a webinar session. Upon receipt of each SRT member's signed Code of Conduct form and prior to the webinar, OSSE will provide SRT members with a State Educator Preparation Provider and/or Program Approval Site Review Handbook. During the training webinar, OSSE will refer to the state EPP and program review processes delineated and explained in the Site Review Handbook in addition to site review team documents and resources provided as appendixes to the Handbook. Prior to the pre-visit conference call and the individual review period of the EPP materials, SRT members must read the Handbook.

Site visit and program review training ensures a uniform, fair, and equitable review process for DC EPPs and their programs. As a result of this training, SRT members should understand their roles and responsibilities for site visits and program reviews and know the DC organizational standards for EPPs and/or state program requirements for subject area programs.

Scoring

DC Organizational Standards

Education preparation providers seeking initial or renewal of state approval must demonstrate that they meet the DC Organizational Standards (Appendix D) for educator preparation. Site review team members will score each relevant DC Organizational Standard indicator. EPPs seeking initial or renewal of state EPP approval are required to provide evidence for all six DC Organizational Standards, while EPPs seeking initial or renewal of state approval of a program(s) will be directed by OSSE as to which of the six DC Organizational Standards they should provide evidence. Site team members will score and provide a rationale for each standard indicator on a scale of zero (0) to three (3) (i.e., 0 = Information insufficient for making an initial judgment, 1 = Unacceptable, 2 = Acceptable, and 3 = Target). Site review team members should write a justification for each indicator score aligned to specific evidence from the EPP's review materials. If a site review team member scores any indicator a 0 or 1, his/her justification must include what specific evidence the EPP lacked, as well as cite an area of improvement(s) (see next section). OSSE will average each SRT member's/program reviewer's standards indicator scores to obtain a score for each of the relevant standards. SRT scores will inform OSSE's deliberation of the approval status of the EPP.

State Program Requirements

Education preparation providers seeking initial or renewal of state approval of programs must demonstrate that they meet the subject area standards (Appendix E) for educator preparation in the disciplines for which the EPP is seeking state approval. The SRT will use the State Program Requirements

and relevant subject area standard map(s) (Appendix E) as the criteria EPPs must meet for a proposed subject area program(s). Site review team members will review and write a summary of how the EPP's proposed subject area program materials provide evidence of meeting the State Program Requirements and the standards for each subject program area.

Citing Areas of Improvement and/or Making Recommendations

For any indicator scored a 0 or 1, SRT members must cite an area(s) of improvement for the EPP in their standards and state program review summaries submitted to OSSE. Site review team members must include justification, including what the EPP lacked, in his/her written narrative of the particular indicator scored a 0 or 1. If an area of improvement is identified, the EPP is required to address it prior to its next site visit for the renewal of its state approval. OSSE will alert the next SRT members of this/these area(s) of improvement before and during the site visit for the renewal of state approval so they know to look for evidence that the EPP has addressed these area(s) of improvement. For any indicator scored a 2 or 3, SRT members may include a recommendation(s) to the EPP in their standards and state program review summaries submitted to OSSE. These recommendations are provided solely as actions for the EPP to consider for continuation of best practices; their implementation is not required for renewal of state approval.

Pre-Site Visit Activities

Individual Review

After OSSE has trained SRT members on the state EPP approval and/or program review process, SRT members will receive the EPP's materials for review from OSSE. For state EPP and program approval, SRT members will receive the EPP's organizational report, subject area program proposals, and additional exhibits. For state programs(s) approval only, SRT members will receive the EPP's relevant organizational report standards sections (usually standards 3 and 5), subject area program proposal(s), subject area standards map(s), and subject area program supporting materials. Site review team members should expect to receive these review materials at least three weeks prior to the site visit/program review so that they can begin individual review prior to the site visit. Site review team members may use the Planning Instrument document (Appendix F) and State Program Requirements (Appendix E) as guidance for their review of the EPP's materials. Site review members may use these documents to develop initial scores of standard indicators and make notes prior to the site visit.

Pre-Visit Conference Call

Once all members of a SRT are confirmed, OSSE will schedule a pre-site visit conference call with all team members to discuss the roles and responsibilities of SRT members and answer any questions from site/program review team members. Site review team member roles and responsibilities include (a) review of EPP materials; (b) participation in one or two conference calls; (c) participation at on-site visit; and (d) the writing and submission of standards findings, highlights, and site visit notes. For state EPP approval site visits, SRT members will be assigned two of the six DC Organizational Standards to focus upon during the site visit and for which to write standards summaries.

During this call, OSSE will ask the SRT members if they have any concerns or questions about the evidence provided by the EPP or about the site review process, in general. Site review team members may also ask and share initial findings with OSSE and/or one another about the site review process or the EPP's evidence. OSSE will also review the timeline for site review team member tasks submissions.

On-Site Visit Activities

On-Site Exhibits

During the site visit, the EPP may provide additional exhibits for examination by the SRT. For renewal of state EPP and/or program approval site visits, EPPs may schedule school partner visits and classroom observations for the SRT to consider during its review of the EPP's exhibits. Site review team members will be escorted throughout the school by an EPP and/or school staff member for these visits and observations. If permitted by the EPP and/or school staff member, SRT members may engage in brief conversations with students.

Interviews

During the site visit, the EPP will schedule interviews with EPP staff, faculty, candidates, and/or alumni as well as LEA/school partners. A list of potential interviewees is available in the Exhibits and Interviews document in Appendix G. Although SRT members may be assigned specific DC Organizational Standards, site visit schedule permitting, all site review team members should be available to participate in all interviews.

Gathering Evidence

Site review members are encouraged to take notes of the EPP's evidence during the on-site review to aid them in determining standard indicator scores and writing up summaries of assigned DC Organizational Standards and state program requirements. OSSE provides SRT members guidance documents (e.g., List of subject areas and links to standards, SRT Planning Instrument, and Exhibits and Interviews [Appendixes E, F, and G, respectively]) for gathering evidence of the EPP's materials. SRT members are prohibited from sharing with the EPP their final scores and findings, as well as their opinion regarding the final outcome of the approval process.

Post-Site Visit Activities

Writing Up Findings and Standard Indicator Scores

After the site visit, each SRT member will use his/her site visit notes to finalize his/her standard indicator scores, write summaries and highlights to each standard (s)he is assigned, and write summaries to the quality of the EPP's evidence as well as general highlights for any subject area program proposals. Site review team members must consider the entire suite of EPP review materials (e.g., organizational report, subject area program proposal(s), onsite visit exhibits, additional and any follow-up exhibits or documents, and site visit notes) when determining scores and writing up findings and highlights.

These highlights can include areas of improvement as well as recommendations. As described in the Scoring section above, an area of improvement is required to be addressed by the EPP prior to its next

site visit for the renewal of its state EPP and/or program approval. A recommendation is provided solely as an action for the EPP to consider for continuation of best practices; its implementation is not required for renewal of state EPP and/or program approval. If site review team members have any follow-up questions for the EPP while writing up findings, they should contact OSSE so that OSSE may request information from the EPP on their behalf. After receipt of any follow-up documents/exhibits requested of the EPP by the site review team, site review team members have 21 days to submit their standard indicator scores, summaries, and highlights and site visit notes to OSSE. The site review team's submissions will inform OSSE's final site visit report and recommendation to the State Superintendent for approval or denial.

Site review team members should submit all notes taken prior to and during the site visit to OSSE at the same time or shortly after they submit their standard indicator scores, standards summaries, and program proposal recommendations and summaries. Site review team members should send their documents to OSSE electronically, or OSSE may make arrangements to obtain the documents directly from SRT members at a mutually convenient time.

Post-Visit Conference Call

After a state EPP site review visit, OSSE will schedule a conference call with SRT members. At this time, OSSE will ask the SRT members if they have any remaining concerns or questions about the evidence provided by the EPP or about the site review process, in general. During this call, SRT members may also ask one another about and share initial findings from the EPP's evidence.

Appendix A: Site Review Team Task Timeline

The timeline below summarizes a site review team members' responsibilities.



Appendix B: Sample Invitation Acceptance Letter

January 22, 2018

ABC University
College of Education
123 America Avenue, NW
City, State 12345

Dear Dr. Doe:

The District of Columbia Office of the State Superintendent of Education thanks you for accepting the invitation to serve on our DC Site Review Team for an upcoming review. The Office of Educator Quality and Effectiveness Accreditation Team will conduct a review of educational programs for XY EPP towards its initial State-only accreditation and program approval.

The State-only program review process is a standards-based peer review, which requires the state to assemble a site review team consisting of teachers, school service providers (i.e. counselors, school psychologists, school social workers, etc.) school administrators, education preparation provider program staff, as well as university faculty.

You have been identified as university faculty with significant experience in education preparation. We are inviting you to be an active member of our DC Site Review Team based on your background, experience and training. Your presence on this team will be invaluable as we continue to evaluate and support quality educator preparation programs in the District of Columbia.

The program review will take place from approximately 8:30 a.m. until 5:00 p.m. on Wednesday, March 7 and from 8:30 a.m. until 3 p.m. on Thursday, March 8, 2018.

In addition to the scheduled site visit, the state program approval review process will consist of the following:

- a period of independent review before your team meets as a group;
- two group teleconference discussion sessions (pre- and post-site visit);
- writing of the team review report.

Please contact me at (202) 741-1888 or at joelle.lastica@dc.gov with any questions regarding your participation in this site visit review. Thank you for your consideration in this matter.

Appendix C: Site Review Team Member Code of Conduct

Site Review Team Code of Conduct

The state EPP and program(s) approval process is by nature, sensitive; objectivity and credibility are essential. The purpose of the Office of the State Superintendent of Education (OSSE) Code of Conduct for Site Review Team (SRT) members is to prevent both real and apparent conflicts of interest and/or unethical behavior by OSSE representatives, including staff.

Site Review Team members and OSSE staff shall conduct themselves, at all times while serving on the site review team, as thoughtful, competent, well prepared, and impartial professionals.

To assure organizations, institutions of higher education, and the public that OSSE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the OSSE state EPP and program(s) approval process, SRT members and staff shall follow the *Code of Conduct*. They should exclude themselves from SRT activities for any other reasons not listed in the Code which may represent an actual or perceived conflict of interest. Violation of any part of the Code may result in the SRT member's permanent removal from the team.

BIAS

Site Review Team members, program reviewers, and staff shall:

1. not advance either personal agendas, or non-OSSE-approved agendas, in the conduct of state EPP and program(s) approval reviews by attempting to apply personal or partisan interpretations of standards;
2. examine the facts as they exist and not be influenced by past reputation, media accounts, etc., about institutions, organizations, or programs being reviewed;
3. exclude themselves from participating in SRT activities if, they have knowledge, that there is some predisposing factors that could prejudice them with respect to the state EPP and/or program(s) approval of institutions, partnerships with states, or approval of a professional organization's guidelines, and;
4. exclude themselves from SRT activities if they are philosophically opposed to, or are on record as having made generic criticism about, a specific type of institution, organization, or program allowable under the standards.

COMPENSATION/GIFTS

1. Site review team members shall not request or accept any compensation whatsoever, or any gifts of substance, from the organization being reviewed or anyone affiliated with the organization. Gifts of substance would include gift certificates, bottles of alcohol, tickets to athletic or entertainment events, etc.
 - If the giving of small tokens is important to an organization's culture, SRT members may accept these tokens. Tokens might include coffee mugs, key chains, or tee shirts.

- If unsure, the SRT member should err on the side of declining gifts of any kind.

2. Site review team members shall not expect elaborate hospitality during pre-site visits or site visits.

CONFLICT OF INTEREST

1. Site Review Team members, program reviewers, and staff shall not participate in any review where they have a close, past and/or active association with an institution, or professional organization, that is being considered for official action.

- A “close, past and/or active association” includes:

- having been a member of the faculty or staff or a student at the organization or institution within the past ten years ("student" includes persons having been enrolled in a significant course of study or degree program, or being a graduate of the institution);
- participating (on an individual basis) in a common consortium or special research relationship;
- having jointly authored research or literature with a staff or faculty member at the institution or organization;
- having an immediate family member attending or employed by the institution or professional organization;
- having former graduate advisees or advisors employed by the institution. When supervision of dissertations is involved, personal prejudice is especially difficult to avoid and bias is often assumed;
- having applied for a position at the organization or institution, professional organization, or State;
- having been a consultant at the organization or institution within 10 years; and
- having served as a commencement speaker, received an honorary degree from the institution, or otherwise profited or appeared to benefit from service to the institution or professional organization.

CONSULTING

When considering or accepting a personal consulting, or similar, arrangement with an organization or institution, site review team members, program reviewers, and staff shall:

1. be clear that they are not serving as OSSE's agent, but are providing their own professional expertise for consulting purposes;
2. inform the institution that their advice and recommendations do not guarantee accreditation outcomes;
3. restrict consulting fees, if otherwise allowable, to reimbursement of expenses and/or other reasonable and commonly accepted limits;
4. not solicit or accept consultation arrangements with organizations and institutions preparing for accreditation visits;
5. not advertise their status as SRT members for the purpose of building a consulting clientele;
6. not accept a consulting arrangement at an institution or organization for which the member served on the SRT for at least two years following the state EPP and/or program(s) approval decision; and
7. refrain from voicing an opinion about the institution to other SRT members, and under no circumstance, accept fees from an organization or institution.

CONFIDENTIALITY

Confidentiality is an integral part of the state EPP and/or program(s) approval process. Site Review Team members, program reviewers, and OSSE staff must have access to sensitive operational and financial information in order to conduct reviews of professional education units, curriculum guidelines, and state program approval systems. All members of the site review process must protect the confidentiality of any information disclosed during the visit.

1. Site Review Team members, program reviewers, and staff shall treat as confidential all elements of the state EPP and/or program(s) approval process and information gathered as part of the process -- documents, interviews, discussions, interpretations, and analyses - - related to the review.
2. Site Review Team members, program reviewers, and staff shall not discuss in public places the particulars of an on-site state EPP and/or program(s) site visit or the specifics of any case.
3. Site Review Team members and program reviewers shall not discuss details about an institution related to a state EPP and/or program(s) site visit with anyone other than SRT members before, during, or after the visit.

Please sign this form and submit to OSSE prior to beginning review of EPP and/or program exhibits.

I have read this form and understand that I must contact the appropriate OSSE official if a conflict exists or arises during my participation as a reviewer for any particular state EPP and/or program(s) site visit for which I am selected. I also will not divulge any confidential information I may become aware of during my participation. I further understand that I must return this Code of Conduct statement to OSSE in a timely manner.

Name (please print) _____

Signature: _____ Date: _____

If you believe that you have a conflict, please explain _____

District of Columbia Standards for Educator Preparation Programs

I. Introduction

This document presents the District of Columbia’s standards for organizations and institutions seeking State accreditation as providers of state-only teacher preparation programs. Standards for the specific subject area programs offered by these organizations and institutions are also presented herein. The standards in this document are specifically intended for institutions and organizations which provide post-baccalaureate, non-degree educator preparation programs, and which prepare practitioners at the “initial licensure” or certification level. Organizations and institutions which demonstrate that they meet the Organizational Standards and the Subject Area Program Standards for the programs they offer will be eligible to recommend teacher and/or administrator candidates for licensure in the District of Columbia.

In accordance with the procedures and requirements published in the Request for Applications - State-Approved Educator Preparation Programs, organizations and institutions seeking State accreditation through this process shall provide a detailed description and evidence of how they will meet these standards in preparing educators in the disciplines for which the applicant organization is applying for approval. Organizations applying for approval of programs in Educational Administration and Leadership shall provide a detailed description of how they will prepare candidates for school leadership positions.

The District of Columbia Office of the State Superintendent of Education (OSSE) recognizes and encourages multiple pathways to teacher preparation and welcomes those enthusiastic about teaching the District of Columbia’s children—whatever their current professional experience—into the community of educational practice. OSSE honors the commitment that draws so many talented people into this field, and we are confident that these and other professional standards will help foster a unified vision of excellence in the District of Columbia, with a variety of well-designed professional pathways into the education profession.

II. Organizational Standards

Institutions and organizations seeking State-Only Accreditation and approval for post-baccalaureate non-degree programs that prepare and recommend candidates for licensure as teachers and administrators shall be required to demonstrate that they meet the following organizational standards. The Standards that follow are an adapted version of the 2007 Professional Standards of the National Council for the Accreditation of Teacher Education (NCATE).

Organizational 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	<p>Eighty percent or more of the organization's program candidates pass the state's content examinations for licensure prior to program entry.</p> <p>Teacher candidates:</p> <ul style="list-style-type: none"> • 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	<p>Teacher candidates:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
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1c. Student Learning for Teacher Candidates	<p>Teacher candidates:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> • 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 state and federal educator quality requirements.
1e. Student Learning for Other School Professionals	<p>Candidates:</p> <ul style="list-style-type: none"> • 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	<p>Candidates:</p> <ul style="list-style-type: none"> • 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.

Organizational 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	<p>The organization has:</p> <ul style="list-style-type: none"> • 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	<p>The organization:</p> <ul style="list-style-type: none"> • Maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, effectiveness of completers, the 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	<p>The organization:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
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Organizational 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	<p>The organization's program and its school partners:</p> <ul style="list-style-type: none"> • 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	<p>Candidates participate in field experiences that:</p> <ul style="list-style-type: none"> • 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

	<p>demonstrate proficiencies in the professional roles for which they are preparing and/or employed.</p> <p>Field Experience Supervisors</p> <ul style="list-style-type: none"> • 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	<p>Candidates:</p> <ul style="list-style-type: none"> • 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. <p>Field Experience Supervisors, Program and School-Based Staff:</p> <ul style="list-style-type: none"> • 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.

Organizational 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	<p>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 instruction of English language learners and students with exceptionalities.</p> <p>Candidates:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
4b. Experiences Working with Diverse Faculty	<p>Candidates:</p> <ul style="list-style-type: none"> • 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. <p>Affirmation of the value of diversity is shown through good-faith efforts to</p>

	increase or maintain faculty diversity.
4c. Experiences Working with Diverse Candidates	<p>Candidates:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
4d. Experiences Working with Diverse Students in P–12 Schools	<p>Candidates:</p> <ul style="list-style-type: none"> • 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.

Organizational 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	<p>Professional education faculty have expertise that qualifies them for their assignments. Faculty have:</p> <ul style="list-style-type: none"> • 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	<p>Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty includes:</p> <ul style="list-style-type: none"> • 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. <p>Professional education faculty:</p> <ul style="list-style-type: none"> • 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	<p>Most professional education faculty:</p> <ul style="list-style-type: none"> • 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

	<p>with colleagues to improve teaching, candidate learning, and the preparation of educators.</p> <ul style="list-style-type: none"> • Are actively involved in professional associations or provide community or education-related services.
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5d. Organization Evaluation of Professional Education Faculty Performance	<p>The organization conducts:</p> <ul style="list-style-type: none"> • 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.
5f. Organization Facilitation of Professional Development	<p>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.</p>

Organizational Standard 6

Organizational 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. Leadership and Authority	<p>The organization:</p> <ul style="list-style-type: none"> • 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. Budget	<p>The organization's:</p> <ul style="list-style-type: none"> • 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. Personnel	<p>The organization's:</p> <ul style="list-style-type: none"> • Workload policies allow faculty members to be effectively engaged in teaching, assessment, collaborative work in P–12 schools, and service. • Employees 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. Facilities	<p>The organization:</p> <ul style="list-style-type: none"> • Has adequate campus and school facilities to support candidates in meeting standards.

<p>6e. Resources including Technology</p>	<p>The organization:</p> <ul style="list-style-type: none"> • 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.
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Appendix E: List of Subject Areas and Links to Standards

Guidance and subject area standards for EPPs to submit subject area program proposals are on this OSSE webpage: <https://osse.dc.gov/service/guidance-preparing-subject-area-program-proposals>. EPPs may seek state approval for the following subject areas:

Subject Area Programs	
Adult Basic Education	Music – Instrumental (Grades K – 12)
Art (Grades K – 12)	Music – Vocal (Grades K – 12)
Bilingual Education	Physics (Secondary Grades 7-12)
Bilingual Special Education	Reading
Biology (Secondary Grades 7-12)	Reading Specialist
Business Education	School Counselor
Chemistry (Secondary Grades 7-12)	School Library/Media Specialist
Computer Science (Secondary Grades 7-12)	School Psychologist
Dance Education	School Social Worker
Drama/Theatre	Science (Middle Grades 4-8)
Early Childhood Education (Birth – Grade 3 or Pre-K- Grade 3)	Science (Secondary Grades 7-12)
Early Childhood Special Education	Secondary Education
Educational Leadership and Administration	Social Studies (Middle Grades 4-8)
Elementary Education (Grades 1 - 6)	Social Studies (Secondary Grades 7-12)
Elementary Mathematics Resource	Special Education—Deaf and Hard of Hearing (Grades PreK-12)
Elementary Science Resource	Special Education—Intellectual Disabilities (Grades PreK-12)
English (Middle Grades 4-8)	Special Education—Learning Disability (Grades PreK-12)
English (Secondary Grades 7-12)	Special Education—Non-Categorical (Grades PreK-12)
English as a Second Language (Grades K - 12)	Special Education—Severe and Emotionally Disturbed (Grades PreK-12)
General Science (Secondary Grades 7-12)	Special Education—Visually Impaired (Grades PreK-12)
Health and/or Physical Education (Grades K –12)	World Languages—French, German, Latin, Mandarin; Spanish (Grades K-12)
Mathematics (Middle Grades 4-8)	

Appendix F: SRT Planning Instrument

SITE REVIEW TEAM PLANNING INSTRUMENT

FOR EDUCATOR PREPARATION ORGANIZATIONAL STANDARDS

(This document is a template to be used by SRT members during the pre-site visit review)

Directions for SRT Team: This instrument is designed to be used electronically so that notes can be typed directly into the form for all new and renewal program review request submitted to the Office of the State Superintendent of Education. Site Review Team members should complete this instrument as they read and evaluate the educator preparation program's application materials and exhibits prior to the official on-site accreditation team review visit.

Site review team members must consider all of the following documents when evaluating the evidence of whether a standard indicator is met:

- a. Organizational Report
- b. Exhibit room/folder
- c. Program Proposal(s)

Using the structural elements for the conceptual framework and the rubrics for the standards, this instrument allows you to keep notes related to each standard's element. It is designed to focus team discussions on the standards and determine additional data needed during work sessions. **Therefore, it is critical that ALL SRT team members complete the instrument before the first meeting.**

Below is the rubric for the rating scale that is used during the on-site state approval visit.

Rating for Each Element of the Standards: In the far right column for "pre-visit rating," you should rate how adequately each element of the standard is being addressed based on the information available prior to the on-site visit.

3 = Exceeds the Standard

2 = Meets the Standard

1 = Does not Meet the Standard

0 = Information insufficient for making an initial judgment

Rationales to support the ratings follow each of the six (6) standard rating tables to explain the SRT's reasoning with anecdotal evidence on how and why the recommended rating was established.

Areas for Improvement are findings cited by the SRT the institution should address over the three (3) years of their program approval status. AFIs will be formally assessed during the renewal site visit at the end of the program approval term.

Recommendations are optional suggestions to the institution to advance their program to exceed the expectation in all standards for the renewal visit. These best practices recommendations are optional, and the institution will not be held accountable to address them during any further site visit reviews.

Rating Rubric - The SRT was trained in the scoring rubric for each standard, which was based on the following criteria:

The following pages contain the tables for each of the six (6) OSSE educator preparation accreditation standards. The tables are for your notetaking use on materials and exhibits submitted to OSSE by the educator preparation program undergoing the State review process. These notes will be used during the official accreditation site review visit to make final observations and determinations on the program approval status of the educator preparation unit's programs.

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Pre-visit Rating for Each Element of the Standards:

0 = Information insufficient for making an initial judgment

1= Did not meet the Standard 2 = Meets the Standard 3 = Exceeds the Standard

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.

1a. Pedagogical Content Knowledge and Skills for Teacher Candidates	Notes	Pre-visit Rating
<p>Teacher candidates:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>Teacher candidates:</p> <ul style="list-style-type: none"> • 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. 		

<ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>Teacher candidates:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> • 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 ESEA requirements. 		

1e. Student Learning for Other School Professionals	Notes	Pre-visit Rating
<p>Candidates:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>Candidates:</p> <ul style="list-style-type: none"> • 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. 		

General Impressions and Comments Related to Standard 1:

Standard 2. Assessment System and Organizational Evaluation

Pre-visit Rating for Each Element of the Standards:

0 = Information insufficient for making an initial judgment

1 = Did not meet the Standard 2 = Meets the Standard 3 = Exceeds the Standard

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.

2a. Assessment System	Notes	Pre-visit Rating
<p>The organization has:</p> <ul style="list-style-type: none">• 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	Notes	Pre-visit Rating
<p>The organization:</p> <ul style="list-style-type: none">• 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.		

<i>2c. Use of Data in Organizational Improvement</i>	Notes	Pre-visit Rating
<p>The organization:</p> <ul style="list-style-type: none"> • 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. 		

General Impressions and Comments Related to Standard 2:

Standard 3. Field Experiences

Pre-visit Rating for Each Element of the Standards:

0 = Information insufficient for making an initial judgment

1 = Did not meet the Standard 2 = Meets the Standard 3 = Exceeds the Standard

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.

3a. Collaboration between Organization and LEA/School Partners	Notes	Pre-visit Rating
<p>The organization program and its school partners:</p> <ul style="list-style-type: none">• 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		
<p>Candidates participate in field experiences that:</p> <ul style="list-style-type: none">• 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		

<p>of technology and current research, and the application of knowledge related to students, families and communities.</p> <ul style="list-style-type: none"> • 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. 		
<p>3b Field Experience Supervisors:</p> <ul style="list-style-type: none"> • 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. 		
<p>3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn</p>	<p>Notes</p>	<p>Pre-visit Rating</p>
<p>Candidates:</p> <ul style="list-style-type: none"> • 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. 		

<p>3c Field Experience Supervisors, Program and School-Based Staff:</p> <ul style="list-style-type: none"> • 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. 		
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General Impressions and Comments Related to Standard 3:

Standard 4. Diversity

Pre-visit Rating for Each Element of the Standards:

0 = Information insufficient for making an initial judgment

1 = Did not meet the Standard 2 = Meets the Standard 3 = Exceeds the Standard

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.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences	Notes	Pre-visit Rating
<p>The organization clearly articulates proficiencies related to diversity that candidates are expected to develop.</p> <p>Curriculum and field experiences provide a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities.</p> <p>Candidates:</p> <ul style="list-style-type: none">• 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	Notes	Pre-visit Rating
<p>Candidates:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>Candidates:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>Candidates:</p> <ul style="list-style-type: none"> • 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. 		

General Impressions and Comments Related to Standard 4:

Standard 5. Faculty Qualifications, Performance, and Development.

Pre-visit Rating for Each Element of the Standards:

3 = Target 2 = Acceptable 1 = Unacceptable 0 = Data not available to make initial judgment

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.

5a. Qualified Faculty	Notes	Pre-visit Rating
<p>Professional education faculty have expertise that qualifies them for their assignments.</p> <p>Faculty have:</p> <ul style="list-style-type: none">• 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 Practices in Teaching	Notes	Pre-visit Rating

<p>Professional education faculty have a thorough understanding of the content they teach.</p> <p>Teaching by professional education faculty includes:</p> <ul style="list-style-type: none"> • 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. <p>Professional education faculty:</p> <ul style="list-style-type: none"> • 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 Practices in Service	Notes	Pre-visit Rating
<p>Most professional education faculty:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>The organization conducts:</p> <ul style="list-style-type: none"> • 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. 		

5e. Organization Facilitation of Professional Development	Notes	Pre-visit Rating
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.		

General Impressions and Comments Related to Standard 5:

Standard 6. Organizational Governance and Resources.

Pre-visit Rating for Each Element of the Standards:

0 = Information insufficient for making an initial judgment

1= Did not meet the Standard 2 = Meets the Standard 3 = Exceeds the Standard

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.

6a. Organization Leadership and Authority	Notes	Pre-visit Rating
<p>The organization:</p> <ul style="list-style-type: none">• 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	Notes	Pre-visit Rating
<p>The Organization's:</p> <ul style="list-style-type: none">• 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 for preparation of education professionals.		

6c. Personnel	Notes	Pre-visit Rating
<p>The Organization's:</p> <ul style="list-style-type: none"> • 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	Notes	Pre-visit Rating
<p>The Organization:</p> <ul style="list-style-type: none"> • Has adequate campus and school facilities to support candidates in meeting standards. 		
6e. Organization's Resources including Technology	Notes	Pre-visit Rating
<p>The Organization:</p> <ul style="list-style-type: none"> • 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. 		

General Impressions and Comments Related to Standard 6:

Appendix G: Exhibits and Interviews

Exhibits and Interviews for State Educator Preparation Provider (EPP) and/or Program(s) Approval Site Visits

I. Introduction

The exhibits listed in the pages that follow are critical for site 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. EPPs may provide additional materials based on their specific context. However, EPPs should include in their exhibits those indicated below. If exhibits presented do not provide 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 with 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 1 to 5 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 6-10 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. EPPs are encouraged but not obligated to make exhibits available to review teams electronically prior to the visit. This can be done via 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 lengthy document.

During the visit, SRT members will also expect to have the opportunity to interview key institutional officials and external partners, as well as candidates and graduates, if applicable. These interviews play a critical role in assisting review team members with 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 EPP Approval Site Visits

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

The following Standard 1 exhibits are required for EPPs seeking initial or renewal of continuing state EPP and/or program(s) approval. Standard 1 is intended to demonstrate candidate 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. EPPs seeking initial state EPP and/or program(s) approval are not expected to produce data summaries as they are not likely to have candidates in the pipeline from which to produce candidate assessment data. However, EPPs seeking initial 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, as well as produce a list of dispositions expected of candidates and the assessment tools that will be used to measure candidate dispositions.

Elements	Exhibits
1b. Professional and Pedagogical Knowledge and Skills for Teacher Candidates 1c. Student Learning for Teacher Candidates	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	Document describing the unit's assessment system in detail , including key assessments of candidate performance and evaluations of unit operations
	Samples of formative and summative key assessments used to ensure candidates are ready to progress through the program and enter the profession
	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 (continuing accreditation)
	Minutes of meetings on the development and/or refinement of the assessment system and the use of data
	Procedures for ensuring that key assessments and unit operations are fair, accurate, consistent, and free of bias
2b. Data collection, analysis, and evaluation	Policies and procedures that ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements
	Sample of candidate assessment data disaggregated by alternate route, off-campus, and distance learning programs
	Unit or institutional policies for handling student complaints
	File of student complaints and the unit's response
	Description of information technology used to manage performance data
2c. Use of data for program improvement	Schedule for when unit analyzes data to make changes
	Examples of changes made to courses, programs, and the unit in response to data gathered from the assessment system (continuing accreditation)

Standard 3: Field Experiences and Clinical Practice

Elements	Exhibits
3a. Collaboration between unit and school partners	Memoranda of understanding, minutes from meetings, etc. to document partnerships with schools
3b. Design, implementation and evaluation of field experiences and clinical practice	List of criteria for the selection of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)
	Professional development opportunities and requirements for school-based clinical faculty
	Descriptions of field experiences in programs for initial and advanced teacher candidates and other school professionals
	Descriptions of clinical practice in programs for initial teacher candidates and other school professionals
	Student teaching handbook
	Assessments and scoring rubrics/criteria used in field experiences for initial and advanced teacher candidates and other school professionals
	Assessments and scoring rubrics/criteria used in clinical practice for initial teacher candidates and other school professionals
	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	Summary results of candidate assessments upon entering and exiting field experiences (Cross-reference with Standard 1 as appropriate.)
	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	Curriculum components that address diversity issues (This might be a matrix that shows diversity components in required courses.)
	List of proficiencies related to diversity that candidates are expected to develop
	Assessment instruments and scoring guides related to diversity (Cross-reference with Standard 1 as appropriate.)
	Summary of data from assessments of candidate performance related to diversity. (Cross-reference with Standard 1 as appropriate.)
4b. Experiences working with diverse faculty	Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups
	Demographics on diversity of faculty, including but not limited to race/ethnicity and gender
	Policies and practices for recruiting and retaining a diverse faculty
4c. Experiences working with diverse candidates	Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups
	Demographics of candidates, including but not limited to race/ethnicity, gender, and socioeconomic status
	Policies and practices for recruiting and retaining diverse candidates
4d. Experiences working with diverse students in P-12 schools	Unit policies, practices, and/or procedures that facilitate experiences with students from diverse groups
	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 (continuing accreditation)
5f. Unit facilitation of professional development	6. Professional development activities offered by the unit
	7. Professional development activities in which faculty have participated (continuing accreditation)
	8. Unit policies related to professional development

Standard 6: Unit Governance and Resources

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

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

Group I - Organizational Operations Team

- EPP Unit Head
- Key Unit Personnel (those responsible for developing and implementing programs)
- State EPP and Program(s) Approval Coordinator
- Assessment Coordinator(s)
- Data Manager
- Admissions Director/Coordinator

Group II - EPP Faculty

- EPP faculty members
- Department chairs (if applicable)

Group III - School-based faculty and LEA Partners

- Field experience coordinator(s)
- School-based faculty (if applicable)
- P-12 Administrators/LEA partners
- Employers of recent graduates (Continuing Accreditation Only)

Group IV - Candidates and Recent Graduates (If applicable)

- Current Candidates
- Recent Graduates

Appendix H: Site Visit Agenda Template

State Educator Preparation Provider (EPP) and

Program Approval Site Visit Template

(SAMPLE AGENDA FOR EPPs)

Day One

Morning

- | | |
|--------------------------|---|
| 8:30 - 8:45 a.m. | Site Review Team (SRT) Members Arrive |
| 9:00 - 10:30 a.m. | EPP delivers brief overview of unit, programs, exhibits, and schedule. |
| 9:30 - 10:15 a.m. | Site review team debriefing and planning meeting (30-45 minutes) |
| 10:30 a.m. | Interviews begin – These interviews will primarily be used to address Standards 1, 2, 4, and 6 of the organizational standards but may broadly cover standards 3 and 5 as well: <ul style="list-style-type: none">• Key unit personnel• Unit Head• Accreditation and Program Approval Coordinator• Assessment Coordinator(s)• Data Manager• Admissions Director/Coordinator |

Afternoon

- | | |
|--------------------------|--|
| 12:30 - 1:00 p.m. | Working Team Lunch – The organization will provide lunch for a working team meeting. Site review team members will discuss the first set of interviews and continue exhibit review. |
| 1:30 - 3:30 p.m. | Interviews continue – If one of the roles listed below is not applicable because this is a first-time accreditation visit, they will be replaced on the schedule by a key member of the unit personnel who is able to answer the SRT's questions relevant to the role. <p>These interviews will largely cover standards 3 and 5 but may encompass other standards as well:</p> <ul style="list-style-type: none">• Institutional/Organizational Faculty members• Department chairs• Field experience coordinator(s)• School-based faculty |

- P-12 Administrators/LEA partners
- Employers of recent graduates

3:30 - 4:30 p.m. SRT debriefing meeting and continuation of evidence review

SRT departs (Approximately 4:30 p.m.)

If visit is completed in one day - exit interview between State Representative and EPP Leadership (Approximately 10-15 minutes)

**** If the team is to return on the following day then a brief update on the progress of the review will replace the exit interview**

Second Day (if necessary)

Morning

9:00 a.m.

Continue Review of Evidence in the Exhibit Room

Continue remaining interviews that were not covered during day one.

12:30 p.m.

SRT departs once all interviews and evidence review is complete

(No later than 1 p.m.)

Exit interview between State Representative and EPP Leadership (Approximately 10-15 minutes)

State EPP and/or Program Approval Site Review Team Final Report

STATE EPP and/or PROGRAM APPROVAL VISIT TO:

(Institution/Organization)

(Location)

(Date)

A. State EPP Approval Recommendation

The following recommendations are presented for consideration by the District of Columbia State Superintendent of Education. Following these recommendations is a detailed report of findings made by the site review team, which serves as the basis for the recommendations.

Recommendation:

Grant/Not Grant State EPP and/or Program Approval through June 30, or December 31, 201X

Organizational Standards Ratings:

Standard 1: Candidate Knowledge Skills and Dispositions

The Standard is met/ met with areas for improvement/not met

Standard 2: Assessment System and Organizational Evaluation

The Standard is met/ met with areas for improvement/not met

Standard 3: Field Experiences

The Standard is met/ met with areas for improvement/not met

Standard 4: Diversity

The Standard is met/ met with areas for improvement/not met

Standard 5: Faculty Qualifications, Performance, and Development

The Standard is met/ met with areas for improvement/not met

Standard 6: Organizational Governance and Resources

The Standard is met/ met with areas for improvement/not met

B. Program Approval Recommendation

As a part of the overall state EPP and program approval review, the SRT conducted an extensive assessment of the EPP's individual subject area program(s). The analysis consisted of an in-depth look at the curriculum for each program to determine its alignment with state program standards, and an examination of the quality and validity of the key and minor assessments selected to measure candidates' ability to demonstrate knowledge, skills, and professional dispositions.

The analysis also included an in-depth review of the candidate performance assessment data which resulted as a product of the organization's overall assessment system. As a result of the review team's analysis, the following program approval status recommendations are presented for consideration by the State Superintendent of Education.

Recommendation:

Grant/Not Grant State EPP Approval through June 30, or December 31, 201X

For the following program subject area(s):

Subject Area(s) Listed Below

-
-

C. Site Review Team Findings

Rating for Each Element of the Standards: In the column for "rating," please rate how adequately each element of the standard is being addressed based on the information available prior to (during pre-visit) the on-site visit.

0 = Information insufficient for making an initial judgment

1 = Unacceptable

2 = Acceptable

3 = Target

Overall Assessment of Standard 1

The standard is **met/not met/met with areas for improvement** with an average rating of X.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions <i>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.</i> 0 = Information insufficient for making an initial judgment 1 = Unacceptable 2 = Acceptable 3 = Target		
Indicators	Rating	Evidence
1a. Pedagogical Content Knowledge and Skills for Teacher Candidates		
1b. Professional and Pedagogical Knowledge and Skills for Teacher Candidates		
1c. Student Learning for Teacher Candidates		
1d. Knowledge and Skills for Other School Professionals		
1e. Student Learning for Other School Professionals		
1f. Professional Dispositions for All Candidates		

Rationale:

Area(s) for Improvement:

-

Recommendation(s):

-

Overall Assessment of Standard 2

The standard is **met/not met/met with areas for improvement** with an average rating of X.

Standard 2: Assessment System and Organization Evaluation		
<i>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.</i>		
0 = Information insufficient for making an initial judgment 1 = Unacceptable 2 = Acceptable 3 = Target		
Indicators	Rating	Evidence
2a. Assessment System		
2b. Data Collection, Analysis, and Evaluation		
2c. Use of Data in Organizational Improvement		

Rationale:

Area(s) for Improvement:

-

Recommendation(s):

-

Overall Assessment of Standard 3

The standard is **met/not met/met with areas for improvement** with an average rating of X.

Standard 3: <i>Field Experiences</i>		
<i>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.</i>		
0 = Information insufficient for making an initial judgment 1 = Unacceptable 2 = Acceptable 3 = Target		
Indicators	Rating	Evidence
3a. Collaboration between Organization and LEA/School Partners		
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice		
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn		

Rationale:

Area(s) for Improvement:

-

Recommendation(s):

-

Overall Assessment of Standard 4

The standard is **met/not met/met with areas for improvement** with an average rating of X.

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.

0 = Information insufficient for making an initial judgment 1 = Unacceptable 2 = Acceptable 3 = Target

Indicators	Rating	Evidence
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		

Rationale:

Area(s) for Improvement:

-

Recommendation(s):

-

Overall Assessment of Standard 5

The standard is **met/not met/met with areas for improvement** with an average rating of X.

Standard 5: Faculty Qualifications, Performance, and Development		
<i>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.</i>		
0 = Information insufficient for making an initial judgment 1 = Unacceptable 2 = Acceptable 3 = Target		
Indicators	Rating	Evidence
5a. Qualified Faculty		
5b. Modeling Best Professional Practices in Teaching		
5c. Modeling Best Professional Practices in Service		
5d. Organization Evaluation of Professional Education Faculty Performance		
5e. Organization Facilitation of Professional Development		

Rationale:

Area(s) for Improvement:

-

Recommendation(s):

-

Overall Assessment of Standard 6

The standard is met/not met/met with areas for improvement.

Standard 6: Organization Governance and Resources <i>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.</i> 0 = Information insufficient for making an initial judgment 1 = Unacceptable 2 = Acceptable 3 = Target		
Indicators	Rating	Evidence
6a. Organization Leadership and Authority		
6b. Organization Budget		
6c. Personnel		
6d. Organization's Facilities		
6e. Organization's Resources including Technology		

Rationale:

Area(s) for Improvement:

-

Recommendation(s):

-