

## **Areas for Improvement**

The following areas for improvement (AFIs) should be addressed before the next onsite visit. Progress made toward eliminating them should be reported in Part C of the annual report. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

### **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, state, and institutional standards.

1. The unit lacks sufficient evidence that advanced candidate dispositions are assessed (ADV)
2. The unit lacks sufficient evidence that advanced candidates can integrate technology in the performance of their duties. (ADV)

### **Standard 2 – Assessment System and Unit Evaluation**

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

1. The unit does not consistently analyze data for program and unit improvement. (ITP, ADV)
2. The unit does not involve the professional community in the development and evaluation of its assessment system. (ITP, ADV)
3. The unit does not systematically and comprehensively monitor candidate performance at transition points. (ADV)

### **Standard 4 – Diversity**

The unit 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 higher education and P-12 school faculty, candidates, and students in P-12 schools.

1. Candidates do not have opportunities to interact with unit faculty who are racially diverse. (ITP)
2. The unit does not assure that all candidates have the opportunity to work with diverse P-12 students. (ADV)
3. Candidate proficiency related to diversity is not assessed. (ADV)