<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institution Name</td>
<td></td>
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<tr>
<td>2. State</td>
<td></td>
</tr>
<tr>
<td>3. Date submitted</td>
<td>MM DD YYYY</td>
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<tr>
<td>4. Report Preparer's Information:</td>
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<tr>
<td>Name of Preparer:</td>
<td></td>
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<tr>
<td>Phone: Ext.</td>
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<td>E-mail:</td>
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<td>5. NCATE Coordinator’s Information:</td>
<td></td>
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<tr>
<td>Name:</td>
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<td>Phone: Ext.</td>
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<td>E-mail:</td>
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<tr>
<td>6. Name of institution's program</td>
<td></td>
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<tr>
<td>7. NCATE Category</td>
<td></td>
</tr>
<tr>
<td>8. Grade levels(^{1}) for which candidates are being prepared</td>
<td></td>
</tr>
<tr>
<td>9. Program Type</td>
<td></td>
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<tr>
<td>First Teaching License</td>
<td></td>
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<tr>
<td>Advanced Teaching</td>
<td></td>
</tr>
<tr>
<td>Other School Personnel</td>
<td></td>
</tr>
<tr>
<td>Unspecified</td>
<td></td>
</tr>
<tr>
<td>10. Degree or award level</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
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</tbody>
</table>

\(^{1}\) e.g., K - 12, K - 5, 7 - 12, 9 - 12
Post Baccalaureate
Master's
Post Master's
Specialist or C.A.S.
Doctorate
Endorsement only

11. Is this program offered at more than one site?
Yes
No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:
Initial Review
Response to One of the Following Decisions: Further Development Required or Recognition with Probation
Response to National Recognition With Conditions

15. Is your unit seeking
NCATE accreditation for the first time (initial accreditation)
Continuing NCATE accreditation

16. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
Yes
No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NAAEE standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:
**Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers**
---|---|---
(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. **Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track</th>
<th>Scholarship, Leadership in Professional Associations, and Service</th>
<th>Teaching or other professional experience in P-12 schools</th>
</tr>
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</table>

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

**SECTION II - LIST OF ASSESSMENTS**

In this section, list the assessments that are being submitted as evidence for meeting the NAAEE standards. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

### 1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td></td>
<td></td>
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<tr>
<td>Assessment #2: Assessment of student learning (required)</td>
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<td></td>
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<tr>
<td>Assessment #3:</td>
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<tr>
<td>Assessment #4:</td>
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<td>Assessment #5:</td>
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<td>Assessment #6:</td>
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<td>Assessment #7:</td>
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<tr>
<td>Assessment #8:</td>
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</tbody>
</table>

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses...
SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAAEE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAAEE standards.

1. Nature of Environmental Education and Environmental Literacy. Candidates demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice.

2. Environmental Literacy of Candidates. Candidates demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing and communicating information about the environment.

3. Learning Theories and Knowledge of Learners. Candidates demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. Candidates apply this knowledge to create positive, effective and responsive learning environments for all students in environmental education.

4. Curriculum: Standards and Integration. Candidates demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs.

5. Instructional Planning and Practice. Candidates identify and differentiate among a variety of instructional strategies and tools, including instructional technology that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.

6. Assessment. Candidates possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. Candidates demonstrate an understanding of how assistive technologies can be used in assessment. Candidates use assessment as a means of on-going evaluation of effective teaching and learning.

7. Professional Growth in Environmental Education. Candidates recognize the importance and benefits of belonging to a professional community, and understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. Candidates understand and accept the responsibilities associated with practicing environmental education.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments must be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

A program is free to select the types of assessments within the following constraints:

• A program cannot use more than 8 key assessments. There is no minimum requirement.
• Assessments should be required of all candidates.
• The program must include the state licensure test in the program area for assessment #1. This requirement is waived if there is no state licensure test in the program area.
• One assessment must demonstrate candidate effects on student learning.
• In their entirety, the assessments and data should demonstrate that candidates have mastered the SPA standards.

Program must submit the following documentation:

(1) A rationale making the case that the key assessments, taken as a whole, demonstrate candidate mastery of the SPA/NCATE standards. and
(2) Assessment Documentation
For each assessment attach one document that includes the following 3 items:
  a. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
  b. The scoring guide for the assessment; and
  c. Charts that provide candidate data derived from the assessment.

The responses for a, b, and c (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment (a, b, and c above) into a single file. That is, create one file for Assessment #4 that includes the assessment itself (item a above), the scoring guide (item b above), and the data chart (item c above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **Rationale:** Attach a narrative outlining your case that the assessments, taken as a whole, demonstrate candidate mastery of the SPA standards. (Character limit 40,000 characters)

2. **State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)**

Provide assessment information as outlined in the directions for Section IV

3. **EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV

4. **Provide assessment information as outlined in the directions for Section IV**

5. **Provide assessment information as outlined in the directions for Section IV**

6. **Provide assessment information as outlined in the directions for Section IV**

7. **Provide assessment information as outlined in the directions for Section IV**

8. **Provide assessment information as outlined in the directions for Section IV**

**SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

**SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx
For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"