

**Program Report for the
Preparation of Technology Education Teachers**
International Technology Education Association/Council on Technology
Teacher Education (ITEA/CTTE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution _____ **State** _____

Date submitted _____

Name of Preparer _____

Phone # _____ **Email** _____

Program documented in this report:

Name of institution's program (s) _____

Grade levels for which candidates are being prepared _____

Degree or award level _____

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

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared

Program report status:

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

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**

GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting ITEA-CTTE standards based on data from 6-8 assessments. In their entirety, the assessments and data required for submission in this report will answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Do candidates focus on student learning?

To that end, the program report form includes the following sections:

Section I. Context (*6-page maximum narrative, plus three attachments not to exceed 5 pages each*)
Provide general information on the program as specified by the directions for this section.

Section II. List of Assessments (*completion of chart*)

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

Section III. Relationship of Assessments to Standards (*completion of chart*)

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

Section IV. Evidence for Meeting Standards (*attachments of the assessment, scoring guide/criteria, and data tables plus a 2-page maximum narrative for each of the 6-8 assessments*)

Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section.

Section V. Use of Assessment Results to Improve Candidate and Program Performance (*3-page maximum narrative*)

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

Section VI. For Revised Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>.

Format and page limits for narrative sections and attachments:

Narrative: Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type.

Attachments: Sections I and IV include attachments. In general attachments should be no longer than the equivalent of five text pages.

September 2005

→ NCATE staff may require institutions to revise reports that do not follow directions on format and page limits. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

Program report information on the web: <http://www.ncate.org/institutions/process.asp?ch=10>.

To download report forms: <http://www.ncate.org/institutions/programStandards.asp?ch=4>.

Specific Instructions for ITEA

Who Should Submit Program Reports:

All teacher education programs with the mission of preparing technology education teachers should respond to these guidelines. If your program is based on a philosophy different than the technology education addressed by these standards, you are not required to respond to these guidelines. You must respond to these guidelines if the institution offers an initial program in technology education. Please contact either the ITEA/CTTE or NCATE offices for further information if necessary.

ITEA National Recognition Decision Rules:

Additional Assessment Types (beyond the first 5 required types) required by ITEA:

None

Other specific information required by ITEA only:

None

Will ITEA accept grades as one of the assessments?

Yes. However if grades are used as the assessment or included in the assessment, you must provide information on the specific criteria for those grades and describe specifically/CTTE how they align with the ITEA standards

Other resources are available on the CTTE web site at www.ctte.org.

SECTION I—CONTEXT

Provide the following contextual information:

1. Description of any state or institutional policies that may influence the application of ITEA-CTTE standards.
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.
3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.
4. Description of the relationship¹ of the program to the unit's conceptual framework.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system².

Attach the following contextual information:

1. 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.)
2. Chart with the number of candidates and completers (Attachment A at end of form).
3. Chart on program faculty expertise and experience (Attachment B at end of form).

(Response limited to 6 pages, not including attachments.)

¹ The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

² This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ITEA-CTTE standards. All programs must provide a minimum of six assessments. 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.

	Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
1	[Licensure assessment, or other content-based assessment]		
2	[Assessment of content knowledge in technology education]		
3	[Assessment of candidate ability to plan instruction]		
4	[Assessment of student teaching]		
5	[Assessment of candidate effect on student learning]		
6	Additional assessment that addresses ITEA-CTTE standards (<i>required</i>)]		
7	Additional assessment that addresses ITEA-CTTE standards (<i>optional</i>)]		
8	Additional assessment that addresses ITEA-CTTE standards (<i>optional</i>)]		

³ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

⁴ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

⁵ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

ITEA/CTTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1—The Nature of Technology. Technology teacher education program candidates develop an understanding of the nature of technology within the context of the <i>Designed World</i> .	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 2—Technology and Society. Technology teacher education program candidates develop an understanding of technology and society within the context of the <i>Designed World</i> .	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 3—Design. Technology teacher education program candidates develop an understanding of design within the context of the <i>Designed World</i> .	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 4—Abilities for a Technological World. Technology teacher education program candidates develop abilities for a technological world within the context of the <i>Designed World</i> .	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 5—The Designed World. Technology teacher education program candidates develop an understanding of the <i>Designed World</i> .	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 6—Curriculum. Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 7—Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<p style="text-align: center;">ITEA/CTTE STANDARD</p>	<p style="text-align: center;">APPLICABLE ASSESSMENTS FROM SECTION II</p>
<p>Standard 8—Learning Environments. Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.</p>	<p> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 </p>
<p>Standard 9—Students. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.</p>	<p> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 </p>
<p>Standard 10—Professional Growth. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.</p>	<p> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 </p>

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that **all candidates** in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge⁶
- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

For each assessment, the evidence for meeting standards should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standard(s) it is cited for in Section III.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards; and
5. Attachment of assessment documentation, including⁷:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregate candidate data derived from the assessment.

*The narrative section for **each** assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages. However, in some cases, assessment instruments or scoring guides may go beyond 5 pages.*

#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ITEA/CTTE standards addressed in this entry could include but are not limited to Standards 1, 2, 3, 4, and 5. 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.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

⁶ In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report.

⁷ All three components of the assessment – as identified in 5a-c – must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

#2 (Required)-CONTENT KNOWLEDGE: Assessment of content knowledge in technology education. ITEA/CTTE standards addressed in this assessment could include but are not limited to Standards 1, 2, 3, 4, and 5. Examples of assessments include comprehensive examinations, GPAs or grades,⁸ and portfolio tasks.⁹

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ITEA/CTTE standards that could be addressed in this assessment include but are not limited to Standard 6, 7, and 8. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Sections III and IV.

#4 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in clinical practice. ITEA/CTTE standards that could be addressed in this assessment include but are not limited to Standards 6, 7, 8, 9, and 10. The assessment instrument used in student teaching or the internship should be submitted.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidates' effects on student learning. ITEA/CTTE standards that could be addressed in this assessment include but are not limited to Standards 7, 8 and 9. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#6 (Required): Additional assessment that addresses ITEA/CTTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

⁸ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the ITEA/CTTE standards

⁹ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

#7 (Optional): Additional assessment that addresses ITEA/CTTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#8 (Optional): Additional assessment that addresses ITEA/CTTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

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 3 pages.)

SECTION VI—For Revised Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>

**ATTACHMENT A
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 Completers¹⁰

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

¹⁰ 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.

ATTACHMENT B
Faculty Information

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

Faculty Member Name	Highest Degree, Field, & University ¹¹	Assignment: Indicate the role of the faculty member ¹²	Faculty Rank ¹³	Tenure Track (Yes/No)	Scholarship, ¹⁴ Leadership in Professional Associations, and Service: ¹⁵ List up to 3 major contributions in the past 3 years ¹⁶	Teaching or other professional experience in P-12 schools ¹⁷

¹¹ e.g., PhD in Curriculum & Instruction, University of Nebraska

¹² e.g., faculty, clinical supervisor, department chair, administrator

¹³ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

¹⁴ *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.

¹⁵ *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.

¹⁶ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹⁷ 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.