Standard 3 (2010) - Program Resources and Governance

This rubric is in effect beginning January 2012.
Building on the mission to prepare educators who demonstrate a positive impact on student learning, the program has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet state standards. The following evidence shall be evaluated to determine whether each preparation program is in compliance with the resources program approval standard of WAC 181-78A-220(3). Please note that the site visit teams will arrive at recommended ratings for the five major components of Standard 3:

    3.A.   Program Leadership, Authority and Budget
    3.B.   Personnel
    3.C.   Faculty Qualifications and Professional Practices
    3.D.   Faculty Performance and Professional Development
    3.E.   Program Facilities and Resources

Ratings in Standard 3:
Met: In judging a standard to be "met," the site visit team is indicating that there is clear and convincing evidence that candidates in the program are achieving the desired outcomes. "Clear and convincing" means that:
- The evidence is credible; i.e., it bears a clear relationship to the standards being assessed
- The evidence is representative of the program (e.g., evidence from an elective course taken by a small minority of candidates would not, by itself, be persuasive)
- The evidence comes from multiple sources
- Where appropriate, the evidence includes examples of candidate-based and student-based evidence
- The evidence, taken as a whole, would persuade a reasonable person that the standards are being met
- These criteria do not assume that every element of the standards is present to an equal extent. There may be areas of weakness within a standard that do not preclude an overall rating of "met." However, those areas of weakness should be identified by the team in the narrative and may also lead to a recommendation

Unmet: In judging a standard to be "unmet," the site visit team is indicating that there is significant doubt that candidates in the program are achieving the desired outcomes.
The evidence may fall short for a number of reasons:
- It is not credible; i.e., it does not seem closely related to the standards
- It is sporadic or fragmentary, or may come from a single source
- There is no connection between the evidence and a positive impact on the candidates
- Taken as a whole, it would leave significant doubt that the standards are being met

These criteria do not assume that every element of the standards is absent. There may be isolated "islands of excellence" within a standard that deserve commendation, but do not preclude an overall rating of "unmet." However, those areas of strength should be identified by the team in the narrative and may also lead to an accolade.

Exemplary: In judging a standard to be "exemplary," the site visit team is indicating that the evidence meets a higher standard than it does for "met."
- Both pervasive and consistent, showing that the standards are deeply embedded within the culture of the program. The evidence is without discernible areas of weakness within the standard, and the evidence may include examples of innovative practices.

STANDARD 3: PROGRAM RESOURCES AND GOVERNANCE			

STANDARD 3.A. Program Leadership, Authority and Budget - A separate administrative unit is responsible for the composi
preparation program.

Criteria	Unmet	Met	Exemplary
1. An officially designated administrator is responsible for the management of operations and resources for the preparation program	Program leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of educators.	The program has the leadership and authority to plan, deliver, and operate well-structured programs of study. The program effectively manages or coordinates all programs so that their candidates are prepared to meet standards.	Program leadership regularly engages with candidates, P-12 partners, and faculty to achieve program goals.
2. Budgetary allocations are sufficient to allow the program to assure that candidates meet state standards	Budgetary allocations, either in total or in comparison with other programs with clinical components or similar programs, do not support programs at levels necessary for candidates to meet standards.	The program receives sufficient budgetary allocations at least proportional to other programs with clinical components or similar programs at other locations that provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators. The program provides adequate resources to develop and implement the program's assessment plan.	The program successfully secures resources to support high-quality and exemplary programs.

STANDARD 3.B. Personnel - The program has adequate personnel to promote teaching and learning.

Criteria	Unmet	Met	Exemplary
1. Workload policies allow program personnel to effectively perform their assigned responsibilities within the program.	Workload policies including class-size and online course delivery do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P–12 collaboration, and service.	The program has clearly defined workload policies, including class-size and course delivery models that allow program personnel to effectively perform their assigned responsibilities within the program.	Workload policies and practices permit and encourage faculty to professionally contribu on a community, state regional, or national b
2. Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.	Policies and assignments allow faculty and staff limited involvement in handling advising or certification issues. Candidates are unclear which staff and faculty can assist with advising or certification issues.	Policies and assignments allow faculty and staff to be involved effectively in advising and certification. Candidates know which staff and faculty can assist with advising or certification issues.	A systematic process place for personalized student advising from recruitment through induction.

3. The program has adequate field supervisors and other support personnel.	An inadequate number of field supervisors and support personnel limit faculty effectiveness and candidate progress toward meeting standards.	The program maintains an adequate number of field supervisors and other support personnel to ensure that candidates meet professional, state, and institutional standards. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. Field supervisors are fully integrated into program discussions, decision, and delivery.	Field supervisors and other support personn are included as value colleagues in preparir educators. Program provision of support personnel significantl enhances the teachin and mentoring of candidates.

STANDARD 3.C. Faculty Qualifications and Professional Practices - Faculty are qualified and exemplify professional practi

Criteria	Unmet	Met	Exemplary
1. Faculty are qualified for their assignments by virtue of education, experience, and current understanding of research and best practices.	Faculty have insufficient education, experience, and understanding for their teaching assignments.	Faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. Clinical faculty from higher education have professional experiences in school settings at the levels that they supervise.	Faculty are deeply embec in their work at their P-12 partner school sites on an ongoing basis (e.g., resea modeling, facilitating).
2. Faculty exemplify professional practices in teaching.	There is little connection or modeling by faculty of instructional and advising practices expected of P-12 educators.	Faculty have a thorough understanding of the content they teach. Faculty instruction helps candidates develop the proficiencies outlined in professional, state, and institutional standards. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of culturally relevant instructional strategies and assessments. Faculty personalize instruction and model practices aligned with the program expectations for candidates.	Many of the faculty are recognized as outstanding teachers by candidates ar peers across campus and schools.

STANDARD 3.D. Faculty Performance and Professional Development - The program systematically and comprehensively e and supports professional development.

Criteria	Unmet	Met	Exemplary
1. The faculty evaluate their own effectiveness in achieving program goals.	Self-assessments are not a regular part of faculty evaluations.	Faculty regularly self-assess their effectiveness in achieving program goals. They complete an evaluation process that includes self-evaluation, professional development goals, and reflection based on feedback from supervisor(s), peers, and	Faculty study systemic change and capacity of their program that result from their professional growth planning efforts.

		candidates.	
2. The program evaluates faculty effectiveness in teaching and learning.	The program does not systematically and regularly evaluate faculty. There is little evidence to show that evaluations are used to improve practice.	The program conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the faculty. Evaluations of faculty are used to improve the faculty's teaching and learning.	There is a systematic and comprehensive evaluation system includes regular and comprehensive reviews of the faculty's teaching, and learning with the professional community, and leadership in the program and profession.
3. The program provides opportunity for faculty to engage in professional development.	Professional development is not related to faculty evaluations or program goals.	Based upon needs identified in faculty evaluations, the program provides opportunities for faculty to develop new knowledge and skills.	The program provides professional development on effective teaching for faculty in other programs. Opportunities exist for mentoring.

STANDARD 3.E. Program Facilities and Resources – The program has adequate facilities and resources to promote teaching			
Criteria	**Unmet**	**Met**	**Exemplary**
1. The program has the necessary classrooms, lab space, office space, and/or other facilities.	Program facilities are not functional or well maintained.	The program has facilities, including those at P-12 schools, that are functional and well maintained. These facilities are equitable to other onsite programs or similar programs at other locations.	Faculty and candidates have access to exemplary classroom , lab space, and office space that serve not only the program but also a broader constituency (e.g., P-12 partners, community members).
2. The program has technology, library, curricular, and electronic information resources.	The program does not have adequate technology, curricular and electronic information resources to support faculty and candidates.	The program has adequate technology, curricular, and electronic information resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and security.	Faculty and candidates have access to exemplary library, curricular, and electronic information resources that serve not only the program but also a broader constituency (e.g., P-12 partners, community members).
3. Facilities support faculty and candidate use of technology.	Program and P-12 school facilities do not adequately support preparation of faculty and candidates to use current technologies.	Facilities support faculty and candidate use of information technology in instruction. These facilities are equitable to other onsite programs or similar programs at other locations.	Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.