



Introduction to NCATE

AGENDA


Understanding the standards

Glimpsing the process

Making the accreditation decision

Reporting on an annual basis

Obtaining further support and guidance



Understanding the standards: What are they?

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Standard 2: Assessment System and Unit Evaluation

Standard 3: Field Experiences and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualifications, Performance, and Development

Standard 6: Unit Governance and Resources

Understanding the standards: How are they structured?

- ✓ Standard statements – Describe good practice
- ✓ Elements & rubrics – Further define the standards and describe performance at unacceptable, acceptable, and target levels
- ✓ Supporting explanations – Explain why the standard is good practice

Understanding the standards: Standard 1 statement

✓ The Standard Statement for Standard 1 (p. 16) is:

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.

Understanding the standards: Standard 1 elements

- ✓ The Elements of Standard 1 (pp. 16-20) are:
 - 1a. Content Knowledge for Teacher Candidates
 - 1b. Pedagogical Content Knowledge for Teacher Candidates
 - 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
 - 1d. Student Learning for Teacher Candidates
 - 1e. Knowledge and Skills for Other School Professionals
 - 1f. Student Learning for Other School Professionals
 - 1g. Professional Dispositions for All Candidates



Understanding the standards: Rubric 1a (p. 16) for content knowledge

UNACCEPTABLE: Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards...

ACCEPTABLE: Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards...

TARGET: Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards...



Glimpsing the process: Steps to the accreditation process

1. Intent to Seek NCATE Accreditation
2. Preconditions for Accreditation
3. Program Review
4. Institutional report and offsite report
5. Institutional Report Addendum and Onsite Visit



Glimpsing the process: Intent to seek

- ✓ Provides basic information about the institution and unit
- ✓ Commits the institution to seek NCATE accreditation within 3 years
- ✓ Filing the form classifies the unit as a precandidate for accreditation
- ✓ Triggers access to AIMS and fee invoice



**INTENT TO SEEK
FIRST NCATE ACCREDITATION**

*National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue, NW, Suite 500
Washington, DC 20036-1023
Office: (202) 466-7496 Fax: (202) 296-6620 e-mail: ncate@ncate.org <http://www.ncate.org>*

Please complete and return this form to the NCATE office. The institutional and program information provided will be used by NCATE for accreditation purposes.

The Institution, Professional Education Unit and NCATE Contacts

a) Institution Name _____

Name of the Professional Education Unit _____
Unit Address _____

Unit Phone _____ Unit Fax _____
Institution Home Page Address: _____

**b) Dean, Director or Chair of the
Professional Education Unit (Unit Head)** _____

Title _____ Phone _____ Fax _____
E-mail _____ Address {if different from (a) above} _____

**c) Chief Executive Officer
of the Institution** _____

Title _____ Phone _____ Fax _____
E-mail _____ Address {if different from (a) above} _____

**d) Individual who will be responsible for preparation of
the NCATE study and visit (NCATE Coordinator)** _____

Title _____ Phone _____ Fax _____
E-mail _____ Address {if different from (a) above} _____

*If there are multiple Unit Heads, please indicate their contact information on a separate sheet and attach it to this form.
If there are multiple NCATE Coordinators, please indicate their contact information on a separate sheet and attach it to this form.*

Glimpsing the process: Preconditions

<http://www.ncate.org/Accreditation/FirstTimeAccreditation/Preconditions/ListofPreconditionsandDocumentation/tabid/595/Default.aspx>

A set of documents to demonstrate capacity to pursue accreditation, including

1. The institution recognizes a professional education unit
2. There are written policies and procedures to guide operations
3. There is a commitment to submitting program reviews (if required)
4. **There is a conceptual framework(s) and assessment system**
5. State program approval / summary pass rates on licensure exams meets or exceeds the required 80% pass rate
6. The institution is accredited without probation or holds an equivalent status by the appropriate institutional accrediting agency (if eligible)


Conceptual Framework Example: Stevenson University

- The School of Education prepares competent, highly qualified and caring educators who:
 - 1) demonstrate competency in the liberal arts, math and science,
 - 2) demonstrate an understanding of the implications of technology on the individual and society and use technology in teaching to enable students to become successful learners,
 - 3) demonstrate ability to effectively teach curriculum content so that all students achieve success,
 - 4) engage in classroom inquiry and reflection on practice, and
 - 5) demonstrate a knowledge and understanding of communities and cultures in order to effectively interact with diverse groups of people.



CF Example: Black Hills State

- **Unit Beliefs about Teaching and Learning**
 - We believe in learning communities in which members discuss, explore, and learn together
 - We believe that teaching is an active and reflective process that links theory into practice.
 - We believe all students can learn.
 - We believe in using multiple methods and strategies to promote learning for all.
 - We believe that learning is inquiry-based and a life-long process.



Glimpsing the process: Program review

- ✓ Units in states that require national recognition submit program reports on programs for which there are Specialized Program Association (SPA) standards
- ✓ Program Reports are submitted 18 months to 3 years prior to the onsite visit
- ✓ A team of two to three reviewers considers the program report and produces a report which includes a recognition decision
- ✓ An audit committee looks at the reviewers' report and makes a national recognition decision.
- ✓ There are a number of new options. Go to the Program review session!

Affiliated Specialty Professional Associations (SPAs) (pp. 47-48)

AAHPERD

ACTFL

ALA/AASL

ACEI

AMLE

ASCD

CEC

IRA

ISTE

ITEEA/CTTE

NAAEE

NAEYC

NAESP

NAGC

NASP

NASSP

NCSS

NCTE

NCTM

NSTA

NASSP

TESOL



Program Review Assessments

- Assessment #1: Licensure assessment, or other content-based assessment
- Assessment #2: Content knowledge in the area of specialization
- Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences
- Assessment #4: Student teaching or internship
- Assessment #5: Candidate effect on student learning
- Assessment #6: Additional assessment that addresses standards
- Assessment #7: Additional assessment that addresses standards (optional)
- Assessment #8: Additional assessment that addresses standards (optional)



Glimpsing the process: Aligning program review and unit standards

PROGRAM REPORT ASSESSMENTS	UNIT STANDARD 1
Content Knowledge	Element 1a
Professional & Pedagogical Knowledge & Skills	Element 1b, 1c , and 1e
P-12 Student Learning	Elements 1d and 1f



Glimpsing the process: Offsite Review

Unit: Develops and submits the Institutional Report (IR) and exhibits showing how the unit meets NCATE Standards.

Staff: *Unit Accreditation Team* names members to the Board of Examiners (BOE) team of up to 6 members. Receives IR. Organizes and staffs online Offsite Meetings. Edits Offsite BOE Report which guides the Onsite visit.



Glimpsing the process: Offsite review

- ✓ The BOE team reviews the IR and exhibits to ensure the entire standard is addressed.
- ✓ BOE team addresses the standards holistically in their report, but all elements must be covered.
- ✓ The Offsite Review is formative – the team does not determine if standards are met or not. They raise an Area of Concern (AOC) and request more evidence to address the issue.
- ✓ Thus Unit prepares an IR Addendum in response to the BOE Offsite Report.

Glimpsing the process: Onsite visit


- ✓ The Onsite Team determines where the unit is on the rubric for all elements – unacceptable, acceptable, or target—through interviews as well as additional document and data review.
- ✓ Areas for Improvement (AFIs) are cited if the unit is at the unacceptable level. These are derived from the Areas of Concern (AOCs) that were not adequately addressed from the offsite review.
- ✓ Considering all AFIs, the team **recommends** standards as met or not met at initial and/or advanced. Final report submitted to Unit and UAB>
- ✓ Units can submit factual corrections and a rejoinder
- ✓ BOE chair submits a response to the unit's rejoinder.

Making the accreditation decision: The Unit Accreditation Board (UAB)

- Comprised of 32 members from 4 quadrants: Teachers (10), teacher educators (10), state/local policymakers (5), and SPAs (5), one public member and one student member.
- Meets twice yearly: April and October
- Uses a double audit process followed by a full UAB vote
- UAB reviews the BOE final report, institutional rejoinder, BOE chairs' response, and has access to IR and offsite report.


Making the accreditation decision: Types of decisions (pp. 77-80)

- **Accreditation for five or seven years.** All standards are met, no serious problems exist across standards, and the state retains a five-year or seven-year cycle.
- **Accreditation for two years with a focused or full visit.** When at least one standard is not met and problems are centered in the unmet standard, a focused visit in two years will be required. When one or more standards are not met and serious problems exist across standards, a full visit will be requested.
- **Defer decision.** The UAB will defer a decision if the Board of Examiners (BOE) team recommended that a standard was met for which the UAB did not accept the team's recommendation.
- **Deny accreditation.** When one or more standards are not met and the preponderance of evidence indicates problems across multiple standards by an institution seeking accreditation for the first time.
- **Revoke accreditation.** When one or more standards are not met and the preponderance of evidence indicates problems across multiple standards by an institution seeking to continue accreditation.



Reporting on an annual basis: Part C Annual Report

- Due annually in April.
- Update institutional information.
- Report on substantive changes.
- Describe activities to correct AFIs.
- Submit a small sample data set representing how the unit is continuing to meet standards and making progress toward target.



Obtaining further support and guidance: Online and F2F support

- Webinar schedule available online
- Twice yearly conferences:
 - Regional held throughout the country
 - Annual in Washington, DC area
- Ask to be nominated to train as a BOE member
- Ask to serve as a SPA program reviewer
- Conference resource room

Obtaining further support and guidance: NCATE staff

The NCATE main telephone number is 202-466-7496

Program Review Team

Monique Lynch – mlynch@ncate.org

CI visits

Yi Huang – yi@ncate.org

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Preconditions and initial visits

Dana Leon-Guerrero -- dana@ncate.org

TI visits

Deb Eldridge – deb@ncate.org



Questions?