NCATE's Standard 2

The BIG picture

Key elements and evidence

Moving to target

Intersections and potholes

Questions and answers

Connect with NCATE:
on Twitter: @ncate
on Facebook: facebook.com/ncate.org

NCATE
The Standard of Excellence
in Teacher Preparation

Deb Eldridge, NCATE
Senior Vice President

The BIG picture of standard 2

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

2a Assessment System

2b. Data Collection, Analysis, and Evaluation.

2c. Use of Data for Program Improvement

Connect with NCATE:
on Twitter: @ncate
on Facebook: facebook.com/ncate.org

Deb Eldridge, NCATE
Senior Vice President

Key evidence for element 2a

Assessment System

Description of the unit's assessment system in detail including the requirements and key assessments used at transition points

Policies, procedures and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias

Deb Eldridge, NCATE
Senior Vice President

Key evidence for element 2b

Data Collection, Analysis, and Evaluation

Admission criteria and data from key assessments used for entry to programs

Data and summaries of results on key assessments disaggregated by program, alternate route, off-campus, and distance learning programs

NCATE
The Standard of Excellence
in Teacher Preparation

Connect with NCATE:
on Twitter: @ncate
on Facebook: facebook.com/ncate.org

Deb Eldridge, NCATE
Senior Vice President

Key evidence for element 2c

Use of Data for Program Improvement

Policies, procedures and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement

Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

Policies, procedures and practices for managing candidate complaints

File of candidate complaints and the unit's responses and resolutions

Moving to target in element 2a

The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community

The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs.

Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.

The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.

The unit, **with the involvement of its professional community**, is regularly evaluating **the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.**

Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools.

Decisions about candidate performance are based on multiple assessments made **at multiple points before program completion and in practice after completion of programs.**

The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.

It also makes changes in its practices consistent with the results of these studies.

The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards.

Connect with NCATE:
on Twitter: @ncate
on Facebook: facebook.com/ncate.org

NCATE
The Standard of Excellence
in Teacher Preparation

Deb Eldridge, NCATE
Senior Vice President

Moving to target in element 2b

The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations.

The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

The unit maintains records of formal candidate complaints and documentation of their resolution.

The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.

The unit's assessment system provides regular and comprehensive **data** on program quality, unit operations, and **candidate performance at each stage of its programs, extending into the first years of completers' practice.**

Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are **systematically collected as candidates progress through programs.**

These data are regularly and systematically compiled, aggregated, summarized, analyzed, **and reported publicly for the purpose of improving** candidate performance, program quality, and unit operations.

SAME

The unit **has a system for effectively** maintaining records of formal candidate complaints and their resolution.

The **unit is developing and testing different information technologies to improve** its assessment system.

Moving to target in element 2c

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences.

The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations.

Faculty have access to candidate assessment data and/or data systems.

Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.

The unit has **fully developed evaluations and continuously searches for stronger relationships** in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences.

Candidates and faculty review data on their performance regularly and **develop plans for improvement** based on the data.

Deb Eldridge, NCATE
Senior Vice President

NCATE
The Standard of Excellence
in Teacher Preparation

Intersections and potholes in standard 2

INTERSECTIONS

Standard 1

Standard 3

Standard 4

Standard 5

Standard 6

POTHOLES

The unit does not have an assessment system in place to assess candidate performance, program quality, and the unit operations

The unit does not assess unit operations.

The unit does not regularly and systematically collect and analyze candidate performance data to improve candidate performance, program quality, and unit operations.

The unit does not regularly share assessment data with candidates and professional education faculty members to help them reflect on and improve their performance and programs.

NCATE
The Standard of Excellence
in Teacher Preparation

Connect with NCATE:
on Twitter: @ncate
on Facebook: facebook.com/ncate.org

Deb Eldridge, NCATE
Senior Vice President

Questions and answers

Connect with NCATE:
on Twitter: @ncate
on Facebook: facebook.com/ncate.org

Deb Eldridge, NCATE
Senior Vice President