Preparing the NCTE/NCATE Program Report for the Preparation of English Language Arts Teachers
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NCTE/NCATE CONNECTION
http://www.ncte.org/cee/ncate/program

- Reference material available:
  - NCTE/NCATE Program Standards (Word/PDF)
  - Guide to Preparing the NCTE/NCATE Program Report for the Preparation of English Language Arts Teachers
  - Frequently Asked Questions
  - Representative Examples of Assessments
  - NCTE Guidelines for Using Grades as a Program Assessment
  - Recognized Program Examples (4)
  - Assessment Exemplars (2-7)
  - Top 10 Mistakes to Avoid When Preparing Your NCTE/NCATE Program Report

Also available is a list of all recognized programs, listed by state since 2004.
Description of the Process

- The next few slides focus on the overall process including program submission requirements, the timeline, decision criteria, and recognition levels.
THE PROCESS

• Institutions describe required aspects (e.g. admission requirements, field experiences) of their English language arts licensing program, provide a set of 6 to 8 assessments related to 1 programmatic and 23 performance standards, and show evidence that assessment results are used to improve candidate performance and to strengthen the program.

• Trained NCTE reviewer team evaluates the report individually with the lead reviewer writing a single team response; an audit committee checks the reviewers’ decision prior to sending it to NCATE; after a technical edit, NCATE sends the recognition report to the institution.
WHO SHOULD SUBMIT

• All initial licensure programs for English language arts
  Baccalaureate
  Postbaccalaureate
  Graduate (MA, MAT)

• Programs with any completers in last three years and/or any candidates in the pipeline.
SUBMISSION TIMELINES

• Initial program reports must be submitted by March 15 or September 15 approximately 18 months prior to the unit visit.

• Revised reports, responses to conditions, and continuing recognition reports have the same submission dates. Actual deadlines given the program by NCATE usually are found at the end of a response report. Continuing recognition timelines may vary, being set jointly by the unit and NCATE.
WHAT TO SUBMIT

• A program report is submitted via an online form accessible by the institution with an ID and password supplied by NCATE.

• All documents must be submitted in the online format as defined by NCATE. Some areas are typed directly into the format, others must be submitted as attachments. See the NCATE Program Review web page for specific directions. No program can be reviewed unless it follows NCATE submission requirements.

• See the *Guide for Submitting the NCATE Program Report* on the NCATE website for more specific directions.
DECISION CRITERIA

• Program reports are evaluated on how well assessments and data derived from them provide evidence that candidates meet the NCTE Program Standards.

• National recognition decisions are based on the success of program candidates as measured by assessments directly aligned to NCTE Program Standards. Other alignments (INTASC Principles, state standards) are not relevant to the program decision.
RECOGNITION DECISIONS

• Nationally recognized.
• Nationally recognized with conditions.
  ➢ 18 months to remove conditions or status may change to Not Recognized

• Further Development Required OR Nationally Recognized with Probation
  ➢ 18 months to submit revision or new report (No more than 2 revisions allowed in a decision cycle; a program will become Not Recognized if there is a negative decision at the end of the full time period).
There are five sections in the initial program report, not including the required cover sheet. Revised reports, responses to conditions, and continuing recognition reports have a sixth section that deals only with changes from the original submission or the recognition submission.
SECTION I – CONTEXT

• There are three areas in this section that require detailed and concise descriptions along with charts dealing with program completers, faculty, and an attachment of the program of study.
SECTION I AREAS

• Description of state/institutional policies that may influence the application of NCTE/NCATE Program Standards

• Description of field and clinical experiences including hourly or daily requirements prior to and during student teaching and the protocol for the selection of cooperating teachers.
SECTION I (continued)

• Description of admission requirements including GPA, method for evaluating prior coursework with institutional content requirements, testing requirements, interview protocols, written products, etc.
SECTION I (continued)

• Other program designations required for this section include:
  – Faculty information from those who are involved in English and education coursework and supervision required by the program
  – Completion of a chart of program enrollees and completers (past 3 years required)
  – Program of study (as an attachment to the section) that includes **all** program requirements including coursework (titles and catalog descriptions) and retention checks or benchmarks if applicable.
SECTION II – LIST OF ASSESSMENTS

• Provide either state required standardized test of English language arts content information or a program specific content assessment (Assessment 1) and a minimum of five additional performance based assessments that together provide evidence for meeting the NCTE/NCATE Program Standards.

• Each assessment must be identified by title used in the program as well as by assessment type. Also required is the point (time) in the program when the assessment is administered.
**SECTION II - LIST OF ASSESSMENTS**

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCTE 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.

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 (12)</th>
<th>Type or Form of Assessment (12)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1:</td>
<td>Praxis II-Content Test &quot;English Language, Literature, and Composition: Content Knowledge&quot; (0041)</td>
<td>ETS test required for licensure in the State of Ohio</td>
<td>Required for licensure, but not for graduation; generally taken by candidates prior to graduation</td>
</tr>
<tr>
<td>Assessment #2:</td>
<td>Portfolio for Teaching a Novel or Literature-Based Unit</td>
<td>Portfolio of Lesson Plans</td>
<td>English 452</td>
</tr>
<tr>
<td>Assessment #3:</td>
<td>Lesson Plan and Additional Questions</td>
<td>Lesson Plan</td>
<td>English 452</td>
</tr>
<tr>
<td>Assessment #4:</td>
<td>Student Teaching Evaluation</td>
<td>Evaluation by University Supervisor and Cooperating Teacher</td>
<td>End of student teaching experience</td>
</tr>
<tr>
<td>Assessment #5:</td>
<td>Teacher Work Sample</td>
<td>Capstone project based on Renaissance Project Model</td>
<td>During student teaching</td>
</tr>
<tr>
<td>Assessment #6:</td>
<td>Field Experience PowerPoint</td>
<td>Project</td>
<td>English 452L</td>
</tr>
</tbody>
</table>
SECTION III – RELATIONSHIP OF ASSESSMENTS TO STANDARDS

• Using the chart provided, indicate which of the assessments listed in Section II provide evidence for meeting each specific program standard with the exception of Standard 1.0 which is usually met in the context narrative (Section I).

• There must be at least one assessment for each specific standard. Assessments may be used more than once since one assessment may provide evidence for different standards, especially those that focus on candidate classroom experience (See Section IV for further information).
SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1.0 Structure of the Basic Program. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. (Found in Section I, Context)

2. Category 2.0 Attitudes for English Language Arts. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

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

2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.

2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

4. Category 3.0 Knowledge of English Language Arts. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings. [Within the standards in this category are indicators that further define the depth and breadth of knowledge required by each standard (See NCTE Approved Standards, 2003).]

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

3.1 Candidates demonstrate knowledge of and skills in the use of the English language.
SECTION IV – EVIDENCE FOR MEETING STANDARDS

• For each assessment the program must provide:
  ➢ A brief description of the assessment and its use in the program.
  ➢ A description of how this assessment specifically aligns with the standards it is cited for in Section III.
  ➢ Data findings from the assessment (For initial submissions, at least two applications required for each assessment except Assessment 1). For revised and conditional responses, at least one application is required. Often these data are expressed as percents.
  ➢ A brief summary/analysis of the data findings.

AND
SECTI0N IV - DOCUMENTS

• For each assessment, the program is also required to provide the following within the assessment attachment:

  ➢ The assessment tool or assignment given the candidates or in-depth description of the assignment;
  ➢ The scoring guide/rubric for the assessment with the levels of performance defined in terms of the standards cited;
  ➢ Candidate performance data derived from the assessment (data sets)
SECTION V – USE OF ASSESSMENT RESULTS

• Program explanation of how the data from assessments is used to improve candidate effectiveness and program performance.

• Provides an opportunity to describe the program’s evaluation system and the application of assessment results for program improvement. Care should be taken to focus this section on assessment results for English candidates specifically.
REQUIRED ASSESSMENTS

• Assessment 1 – Content Knowledge
  ➢ State required Licensure test (Praxis II or other standardized examination); or if state does not require a licensure test another content knowledge assessment must be presented.

• Assessment 2 – Content Knowledge
  ➢ An assessment of content knowledge specific to the NCTE/NCATE Program Category 3.0 Standards and their respective elements.
  ➢ Use of grades requires a special protocol. See the NCTE/NCATE Connection webpage for document explaining these requirements.
REQUIRED ASSESSMENTS (continued)

• Assessment 3 – Using Pedagogical and Professional Knowledge, Skills, and Dispositions
  ▶ Demonstrates that candidates can effectively plan curriculum-based instruction in English language arts.
  ▶ Examines candidates’ abilities in organizing appropriate content, addressing needs and interests of a diverse population, managing classrooms, and using technology appropriately.
REQUIRED ASSESSMENTS (continued)

• Assessment 4 – Practical Application of Pedagogical and Professional Knowledge, Skills, and Dispositions
  ➢ Demonstrates that candidates’ knowledge, skills, and dispositions in English language arts are effectively applied in practice
  ➢ Particular emphasis should be upon performance in field or clinical experiences, especially student teaching (or internship).
REQUIRED ASSESSMENTS (continued)

- Assessment 5 – Candidate Effects on Student Learning
  - Demonstrates engagement of candidates with classroom learning.
  - Performance tasks should focus upon candidates’ ability to analyze and improve student achievement in English language arts through a systematic process.
  - Care should be taken to focus this assessment on English language arts specifically
REQUIRED ASSESSMENTS (continued)

- Assessment 6 – Candidate Attitudes/Dispositions
  - Focuses on how candidates demonstrate that they meet the NCTE/NCATE Program Standards in Category 2.0.
  - If program has addressed the standards in Category 2.0 through other assessments, this assessment may focus on other Standards, providing additional evidence that the program meets those standards.
OPTIONAL ASSESSMENTS

• Assessments 7/8 – These assessments are optional but should be used by the program to provide additional evidence in any area not sufficiently addressed by other assessments. Any additional assessment that addresses candidate proficiency may be submitted.
ASSESSMENT DESCRIPTIONS/TOOLS

- Assessments must be described and the instrument given to the candidate submitted.
- Scoring guidelines or rubrics, with performance levels defined, for determining competency are required.
- Cut scores or grading scales (B or better, etc) are also required if the assessment is numerically evaluated or given a letter grade.
Examples

• A packet of representative examples can be found on the NCTE/NCATE Connection web page. It is designed to provide some types of assessments that programs have used successfully with their candidates.

  ▪ Further explanation of viable assessment designs can be found in the *Guide for Preparing the Program Report*

  ▪ Also available on the web page are Assessment Exemplars and Recognized Program Examples.
Recognized Program Examples

• Found on both the NCATE and NCTE Resources sites, these programs are made available to show the range of differences possible for a recognized program.

• Although there seem to be only two BA program samples, two other programs listed as graduate are identical in assessments (except for Assessment 2) with their BA submission—and the BA program is also recognized.
TOP 10 MISTAKES TO AVOID

• Although this list takes a humorous look at the submission process, it contains a serious message.

• Other materials that are helpful to programs can be found in the *Guide to Preparing the Report*, Initial Steps, pp 2-3; Checklist, pp 24-30.
NCTE/NCATE Standards for English Language Arts

Below are links to the approved NCTE/NCATE Program Standards:

- NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (October 2003) -- (PDF format)
- NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (October 2003) -- (WORD format)

For help in preparing the NCTE/NCATE Report, institutions should use the documents below:

- A Guide for Preparing the NCTE/NCATE Program Report for the Preparation of English Language Arts Teachers
- Frequently Asked Questions about NCATE's Web-based Program Review System as it Applies to NCTE
- Reproducible Examples of Assessments
- NCTE Guidelines for Using and Documenting Course Grades as a Program Assessment
- Top 10 Mistakes to Avoid When Preparing Your NCTE Program Report

The following documents were prepared for NCTE/NCATE Program Reviewers:

- A Handbook for Reviewers of NCTE/NCATE Program Reports on the Preparation of English Language Arts Teachers
- NCTE/NCATE Reviewer Notes: Using the PRS System and Other Issues in the Review Process

The National Council of Teachers of English is one of eight subject specific organizations with membership in the National Council for Accreditation of Teacher Education, the professional accrediting agency for teacher preparation. Institutions seeking NCATE accreditation must meet carefully developed specific conditions. One of those conditions is program approval. NCATE is responsible for reviewing undergraduate English language arts education programs for institutions seeking NCATE accreditation.

English language arts education/English departments preparing curriculum reports for NCTE/NCATE review must follow the NCATE designated process described at http://www.ncte.org/submitcomp.asp?audience=institutions

Institutions which have "nationally recognized" programs by NCTE will be listed on our Web site. The list is updated periodically.
WEB SEMINAR: Training for Preparing the NCTE/NCATE Program Report

NCTE will be conducting an online web seminar to assist institutions in preparing NCTE/NCATE English language arts program reports using the NCATE electronic submission process.

The web seminar, "NCTE/NCATE Program Compiler Training," will be held on **Friday, October 15, 2010**, at 1:00 PM CT (2PM ET, 12PM MT, 11AM PT). The registration form will become available September 1, 2010. The cost of the web seminar is $250.00 per registration. You must be able to download Elluminate to participate.

Each training session lasts 2.5 to 3 hours depending on the number of participant questions.

- Understand the NCATE/NCTE program review process for English education programs
- Receive instructions for program report compilers
- Learn about the program report template and how reports are reviewed
- Invite your program report team and/or your institution's NCATE coordinator to join you (one low connection fee for multiple users)

Technology requirements for online meetings can be accessed from the Elluminate web site. Specific directions for preparing to use Elluminate will be sent prior to the workshop date.

**REGISTRATION**

Registration includes one Internet connection to the live program and one electronic copy of the presentation materials.

Multiple people can participate at one site by using a computer projection system. Questions can be asked either by using the IM section of Elluminate or by microphone during specific presentation times.

Registration is limited to 100 registrants and will be filled on a first-come, first-served basis. Registration will close on October 12, 2010.

All registrations are final. Once processed, registration fees cannot be refunded.