

ADVANCED PROGRAMS IN THE ACCREDITATION PROCESS

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CONTEXT

- ✘ I have been involved with NCATE accreditation since the late 1970's.
- ✘ As a dean at one institution I managed 4 accreditation cycles
- ✘ As University Dean at CUNY I managed 8 accreditation visits in 5 years.
- ✘ I have served on or chaired BOEs for 20 years.
- ✘ I have worked with institutions in the US and internationally seeking accreditation.
- ✘ So, my suggestions and advice are based on my experience and knowledge, but there are other views and the BOE/UAB decisions carry the day!

THERE ARE QUESTIONS THAT SEEM TO ALMOST ALWAYS COME UP ABOUT ADVANCED PROGRAMS.

1. What counts as an advanced program that must be submitted?
2. Are there any advantages or disadvantages to having separate conceptual frameworks for initial and advanced programs?
3. Should there be one or more than one data collection system?
4. How does fieldwork get done when most of the students are employed?
5. If employment is not in a diverse setting, how are diversity standards met?

WHAT COUNTS AS AN ADVANCED PROGRAM THAT MUST BE SUBMITTED?

- ✘ Any program at any level that is intended for candidates who work in K-12 schools and already hold a certificate
- ✘ Advanced programs have half or more candidates planning to work in K-12 settings.
- ✘ They could be Bachelors, Masters, or Doctoral degrees as well as non-degree programs.
- ✘ Programs accredited by nationally recognized agencies need provide evidence of that accreditation rather than have a new review.

PROGRAMS IN NCATE ACCREDITATION

- ✘ NCATE accreditation includes all initial teacher preparation and advanced programs that prepare teachers and other school professionals (OSP) to work in P-12 settings.

DEFINITIONS OF ADVANCED PROGRAMS

- ✘ Programs at the post-baccalaureate levels for the continuing education of teachers who have previously completed initial preparation or programs for other school professionals.
- ✘ Includes master's, specialists, and doctoral degree programs as well as non-degree licensure programs.

EXAMPLES OF ADVANCED TEACHER PREPARATION PROGRAMS

- ✘ Master's degree in curriculum and instruction
- ✘ Master's degree in elementary education
- ✘ Master's degree in secondary education
- ✘ Master's degree in early childhood education
- ✘ Master's in middle level education
- ✘ Master's in special education
- ✘ MAT for already licensed teachers
- ✘ Non-degree graduate programs for licensed teachers

OTHER SCHOOL PROFESSIONAL (OSP) PROGRAM EXAMPLES

- ✘ Reading Education, Reading Specialist, Reading Coach (IRA)
- ✘ School Library Media Specialists (ALA)
- ✘ Educational Technology Specialists (ISTE)
- ✘ Special Education Administrators
- ✘ Principals (ELCC)
- ✘ Curriculum and Instruction Specialists
- ✘ Superintendents (ELCC)

EXAMPLES OF OSP PROGRAMS WITH NATIONAL ACCREDITATION*

- ✘ School Counselor (CACREP)
- ✘ School Psychologist (APA)
- ✘ Speech and Hearing Specialists (ASHA)

- ✘ *Must be verified in exhibits by letter from the accreditation agency and report submitted.
- ✘ Need to be addressed only in Standard 6.
- ✘ www.ncate.org/Governance/NCATEPolicies/AccreditationPolicies/OtherAccreditationBodies/tabid/333/Default.aspx

DETERMINING WHICH PROGRAMS TO INCLUDE

- ✘ For whom is the program designed?
- ✘ Where do the majority of program completers work ? If in P-12 settings, the program must be included.
- ✘ Check with NCATE staff and www.ncate.org/Accreditation/PreparingfortheVisit/Resources/tabid/291/Default.aspx for programs to be included.

STATE PROTOCOL REGARDING ADVANCED PROGRAMS

- ✘ Advanced programs are included in SPA review if NCATE has standards for the program and the state protocol requires submission.
- ✘ Examples include ACEI, NCTE, NSTA, NCSS, NCTM, NAYEC, CEC, IRA, ELCC
- ✘ State certification system may determine whether an advanced program is included in teacher preparation or OSP.



QUESTIONS

ARE THERE ANY ADVANTAGES OR DISADVANTAGES TO HAVING SEPARATE CONCEPTUAL FRAMEWORKS FOR INITIAL AND ADVANCED PROGRAMS?

- ✘ An institution CAN have more than one conceptual framework.
- ✘ Each conceptual framework must be reflected in assessment.
- ✘ My advice: if at all possible, have one conceptual framework.

QUESTIONS

- ✘ If you decide to have separate conceptual frameworks, make sure there are clear and compelling reasons that are explained.
- ✘ A GOOD EXAMPLE?:
- ✘ INITIAL: Caring Professional Educators for a Diverse and Democratic Society
- ✘ ADVANCED: Inquiry, Advocacy, and Leadership in Education for a Diverse and Democratic Society

QUESTIONS

- ✘ Should there be one or more than one data collection system?

QUESTIONS

- ✘ How does fieldwork get done when most of the students are employed?
- ✘ If employment is not in a diverse setting, how are diversity standards met?

ADVANCED PROGRAMS IN THE IR: OVERVIEW

- ✘ When were advanced level programs added?
- ✘ Are some advanced programs taught off campus or in cohorts?
- ✘ Where are the advanced programs located in the unit? In the COE? In other colleges?
- ✘ Which have been granted national accreditation?
- ✘ Have there been significant changes to them since the last visit?

ADVANCED PROGRAMS IN THE CONCEPTUAL FRAMEWORK (CF)

- ✘ How are they reflected in the mission, goals, philosophy and knowledge base of the CF?
- ✘ How are professional, state and institutional standards for advanced programs reflected in the CF?
- ✘ Are they reflected in knowledge, skills and dispositions of the CF?
- ✘ Do syllabi include key assessments aligned to CF?
- ✘ How are they reflected in the assessment system?

ADVANCED PROGRAMS FOR TEACHERS IN STANDARD 1: KNOWLEDGE, SKILLS AND PROFESSIONAL DISPOSITIONS

- ✘ A. Content Knowledge for Teacher Candidates
- ✘ B. Pedagogical Content Knowledge and Skills for Teacher Candidates
- ✘ C. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- ✘ D. Student Learning for Teacher Candidates
- ✘ E. Professional Dispositions for All Candidates

OSP PROGRAMS IN STANDARD 1

- ✘ F. Knowledge and Skills for Other School Professionals
- ✘ G. Student Learning for Other School Professionals
- ✘ H. Professional Dispositions for All Candidates

1.A CONTENT KNOWLEDGE: ADVANCED PROGRAMS FOR TEACHERS

- ✘ Demonstrate in-depth knowledge of the content they teach
- ✘ What data from key assessments aligned to the conceptual framework provide evidence of candidate content knowledge?

CONTENT KNOWLEDGE ADVANCED PROGRAMS EXHIBIT EXAMPLES

- ✘ SPA report Assessments 1 and 2
- ✘ Comprehensive exam results, disaggregated by program and area, e.g., knowledge
- ✘ Assessments aligned to National Board for Professional Teaching Standards (NBPTS)
- ✘ Assessments from state program reports, if required
- ✘ Results of graduate surveys, aligned to standards, by program
- ✘ Results of employer surveys, aligned to standards, by program

1. B PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS: ADVANCED PROGRAMS

- ✘ Demonstrate in-depth understanding of the content of their field and theories related to pedagogy and learning
- ✘ Select and use a broad range of instructional strategies and technologies that promote student learning and are able to explain choices they make
- ✘ What data provide evidence of knowledge of teaching ,learning, instruction and use of technology?

PEDAGOGICAL CONTENT AND SKILLS FOR TEACHER CANDIDATES: EXHIBIT EXAMPLES

- ✘ Comprehensive exam results, disaggregated by program and area, e.g., pedagogy
- ✘ Assessments aligned to National Board for Professional Teaching Standards (NBPTS)
- ✘ Standards based curriculum development projects
- ✘ Technology applications to teaching and learning
- ✘ Assessments from state program reports, if required
- ✘ Results of surveys of graduates
- ✘ Results of surveys of employers

1. C. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHERS: ADVANCED PROGRAMS

- ✘ Reflect on their practice and identify their strengths and weaknesses
- ✘ Engage in professional activities
- ✘ Have thorough understanding of school, family and community contexts
- ✘ Collaborate with professional community to create meaningful learning experiences

1.C. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS: CONT

- ✘ Aware of current research and policies related to schooling, teaching, learning and best practices.
- ✘ Able to analyze educational research and policies and can explain the implications for their own practices and for the profession.
- ✘ What data provide evidence of candidate professional and pedagogical knowledge and skills?

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS: EXHIBIT EXAMPLES

- Case studies
- Research reports
- Family Involvement plan
- Policy paper
- Comprehensive exam results, disaggregated by program and area, e.g., foundations, diversity
- Results of surveys of graduates
- Results of surveys of employers

1.D. STUDENT LEARNING FOR TEACHER CANDIDATES

- ✘ Have a thorough understanding of the major concepts and theories related to assessing student learning
- ✘ Regularly apply these in their classrooms
- ✘ Analyze student, classroom, and school performance data
- ✘ Make data driven decisions about strategies for teaching and learning
- ✘ Are aware of and use school and community resources supporting student learning
- ✘ What data provide evidence of candidate impact on student learning?

STUDENT LEARNING EXHIBIT EXAMPLES

- ✘ SPA program report Assessment 5 data
- ✘ Examples of candidates' assessment and analysis of P-12 student learning
- ✘ Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
- ✘ Results of surveys of graduates
- ✘ Results of surveys of employers

1.E KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS (OSP)

- ✘ Adequate understanding of knowledge expected in their fields and delineated in professional, state and institutional standards
- ✘ Know their students, families and communities
- ✘ Use data and current research
- ✘ Use technology in their practices
- ✘ Support student learning through their professional services
- ✘ What data provide evidence of knowledge and skills for candidates in OSP programs?

KNOWLEDGE AND SKILLS FOR OSP: EXHIBIT EXAMPLES

- ✘ 80% or above pass rate on academic content exams required by the state for licensure
- ✘ SPA report Assessments 1 and 2
- ✘ Key assessments, scoring guides and data for assessing candidate learning, aligned to standards and proficiencies identified in the unit's conceptual framework at transition points
- ✘ Survey data from graduates and employers

1.F STUDENT LEARNING FOR OSP

- ✘ Create positive environments for student learning
- ✘ Understand and build upon developmental levels of students with whom they work; the diversity of students, families and communities; and the policy contexts within which they work.
- ✘ What data provide evidence that candidate in OSP programs affect student learning?

STUDENT LEARNING FOR OSP EXHIBIT EXAMPLES

- ✘ SPA report Assessment 5 data
- ✘ Examples of candidates' assessment and analysis of P-12 student learning
- ✘ Survey data from candidates and employers

1.G PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

- ✘ Are familiar with dispositions delineated in professional, state, and institutional standards.
- ✘ Demonstrate classroom behaviors consistent with the ideals of fairness and the belief that all students can learn
- ✘ Work with students, families, colleagues and communities reflects these professional dispositions.
- ✘ What data provide evidence of candidate professional dispositions for all programs?

PROFESSIONAL DISPOSITIONS: EXHIBIT EXAMPLES

- ✘ Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
- ✘ Survey data from candidates and employers

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION-ADVANCED PROGRAMS

2.A ASSESSMENT SYSTEM

- + How does the assessment system reflect the conceptual framework, professional and state standards for advanced programs?
- + How is it used to monitor candidate performance?
- + How is it used to manage and improve unit operations and candidate performance?
- + How are decisions based on multiple transition points at admission, appropriate transition points, and completion?

2.A ASSESSMENT SYSTEM: EXHIBIT EXAMPLES

- ✘ Description of the unit's assessment system in detail including the requirements and key assessments used at transition points for advanced programs for teachers and other school professionals
- ✘ Admission criteria and data from key assessments used for entry to advanced programs

2.B DATA COLLECTION, ANALYSIS AND EVALUATION

- ✘ How are data systematically collected, compiled, aggregated, summarized and analyzed?
- ✘ How are data are disaggregated for off-campus programs and distance learning programs?
- ✘ How are records of formal complaints are maintained and resolutions documented ?

2.B. COLLECTION, ANALYSIS AND EVALUATION EXHIBIT EXAMPLES

- ✘ Policies, procedures and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement
- ✘ Data and summaries of results on key assessments disaggregated by program, alternate route, off-campus, and distance learning programs

2.C USE OF DATA FOR PROGRAM IMPROVEMENT

- ✘ How are data systematically used to evaluate courses, programs and clinical experiences?
- ✘ How has the unit initiates changes based upon data?
- ✘ To what data do faculty have access?
- ✘ How are data are shared with faculty and candidates to help them reflect and improve

2.C USE OF DATA EXHIBIT EXAMPLES

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

STANDARD 3: FIELD EXPERIENCES (FE) AND CLINICAL PRACTICE (CP): ADVANCED PROGRAMS

- ✘ 3A. Collaboration Between Unit and School Partners
- ✘ 3.B Design, Implementation and Evaluation of Field Experiences and Clinical Practice
- ✘ 3.C Development and Demonstration of Knowledge, Skills and Professional dispositions to Help All Students Learn

3.B DESIGN, IMPLEMENTATION AND EVALUATION: ADVANCED PROGRAMS

- ✘ How do candidates in programs for OSP participate in FE/CP that require them to engage in structured activities related to the roles for which they are preparing?
- ✘ How do candidates in advanced programs participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice?

3.B DESIGN, IMPLEMENTATION AND EVALUATION: ADVANCED PROGRAMS: CONT.

- ✘ How do activities involve the use of data?
- ✘ How do candidate use technology during field experiences/clinical practice?
- ✘ What is the expectation for candidates conducting research during field experience/clinical practice?
- ✘ How do candidates apply knowledge related to students, families and communities during these activities?

3.C DEVELOPMENT OF KNOWLEDGE, SKILLS AND PROFESSIONAL DISPOSITIONS

- ✘ What policies require that all candidates participate in field experience/clinical practices that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?
- ✘ What data provide evidence that candidate fulfill field experience/clinical practice in these settings?

STANDARD 4: DIVERSITY

- ✘ The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
- ✘ Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity.

4.A DESIGN, IMPLEMENTATION AND EVALUATION OF CURRICULUM AND EXPERIENCES

- ✘ What are the proficiencies in advanced programs related to diversity and their assessment?
- ✘ How do advanced program candidates' develop classroom/school climates that value diversity?
- ✘ What data provide evidence of candidate ability to help students from diverse populations learn?

4. B, 4.C, 4.D

**EXPERIENCES WORKING WITH DIVERSE FACULTY,
CANDIDATES AND STUDENTS IN P-12 SCHOOLS**

- ✘ What policies and data provide evidence that advanced candidates work with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools?

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT: ADVANCED PROGRAMS

- ✘ What evidence demonstrates faculty qualifications?
- ✘ How do faculty model best practice in teaching?
- ✘ How do they modeling best practice in scholarship?
- ✘ How do they model best practice in service?
- ✘ How does the unit evaluate faculty performance?
- ✘ What are the opportunities for professional development?

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

- ✘ How does the unit manage and coordinate advanced programs?
- ✘ How are advanced candidates recruited and admitted?
- ✘ What counseling and advising are available to candidates in advanced programs?
- ✘ Do teaching loads in graduate programs generally not exceed nine hours?
- ✘ Do candidates and faculty in advanced programs have access to budgetary resources, facilities, media and technology to support candidate learning?

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- ✘ Good Luck!!!
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