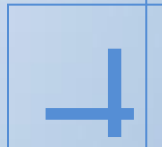




Introduction to Continuous Improvement Option





Agenda

I. Overview of Continuous Improvement Option

II. Processes and Expectations

- 1. Timeline and Focus**
- 2. Institutional Report, Exhibits, and the Offsite Review**
- 3. IR Addendum, Exhibits, and the Onsite Visit**

III. Changes Imparting CI Visits





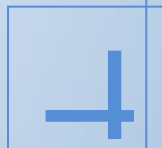
I. 1 Overview

NCATE Redesign

- **Continuous Improvement (CI)**
- **Transformation Initiative (TI)**

CI Implementation Timeline

- **Pilot Testing - Spring 2010 through Spring 2012**
- **Full Implementation - Fall 2012**



I.2 CI Pilot Summary

Spring 2011			Fall 2011			Spring 2012		
Pilot	Reg.	Other	Pilot	Reg.	Other	Pilot	Reg.	Other
33	30	9	37	17	3	35	25	6
CI Cont.	Cont.	Focus	CI Cont.	Cont.	Focus	CI Cont.	Cont.	Focus
29	25	7	35	13	1	29	17	3
CI First	First	Doc./Dev.		First	Doc.	CI First	First	Doc./Dev.
3	5	2		4	2	4	8	3
TI			TI			TI		
1			2			2		
72 Total Units			57 Total Units			66 Total Units		

CI = Continuous Improvement Option

TI = Transformation Initiative Option

Focus = Focused Visit

Cont. = Continuing Accreditation

First = First Accreditation

Dev. = Developmental Visit

Doc. = Documentation for UAB Review

I.3 CI Implementation Summary

Fall 2012		Spring 2013		Fall2013
CI/TI Visit	Other	CI/TI Visit	Other	CI/TI Visit
62	6	62	12	61
CI Cont.	Focus	CI Cont.	Focus	CI Cont.
55	4	46	9	49
CI First	Full	CI First	Full	CI First
4	2	13	3	7
TI		TI		TI
3		3		5
68 Total Units		74 Total Units		61 Total Units

CI = Continuous Improvement Option

TI = Transformation Initiative Option

Focus = Focused Visit

Cont. = Continuing Accreditation

First = First Accreditation

Dev. = Developmental Visit

Doc. = Documentation for UAB Review

Full = Accreditation for 2 Years or 18 Months with a Full Visit



CI Processes and Expectations





II. CI Processes and Expectations

The New Accreditation Continuum

- Synergistic combination of both **formative and summative** processes
- Defined **milestones** for reports and feedback provide unit and examiners with more opportunities for interactions and clarifications on processes and expectations



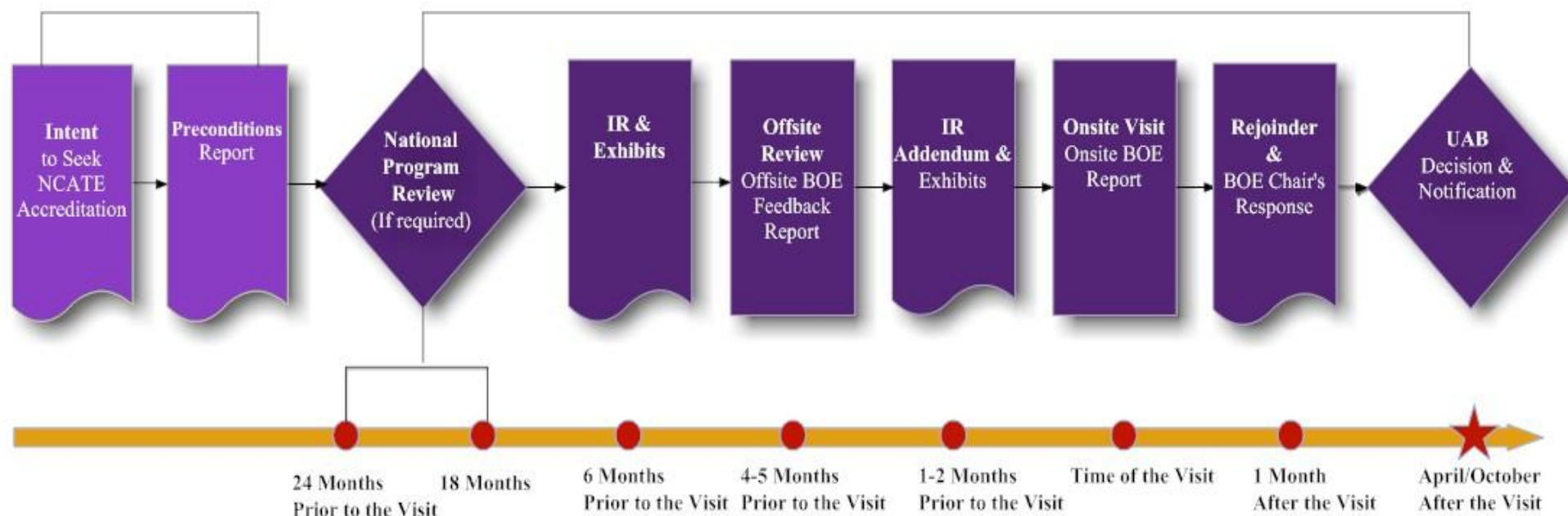
NCATE Redesign: Continuous Improvement Option*

Units with Visits in Fall 2011 through Spring 2013

National Council for Accreditation of Teacher Education

Institution Seeking Accreditation
for the First Time

Continuous Improvement Option for First and Continuing Accreditation



Document

BOE = Board of Examiners

Process

IR = Institutional Report

Decision

UAB = Unit Accreditation Board

II. 1 Institutional Reports and Exhibits

1. Institutional Report

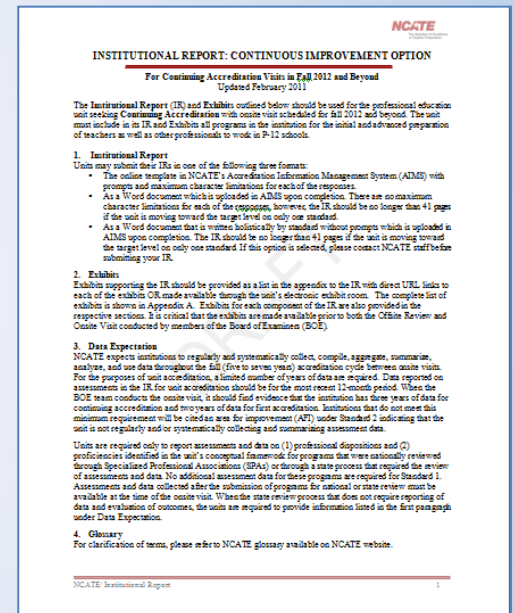
- The update IR and Exhibits should be used by units with onsite visits scheduled for **fall 2012 and beyond**

2. Exhibits

- Exhibits should be provided as a list in the appendix to the IR with **direct URL links** to each of the exhibits OR made available through the unit's electronic exhibit room.

3. Data Expectations

- Data reported in the IR should be for the **most recent 12-month period**. When the BOE team conducts the onsite visit, it should find evidence that the institution has **three years of data** for continuing accreditation and **two years of data** for first accreditation.





II. 1 Institutional Reports and Exhibits

Key Elements

I. Overview & Conceptual Framework

II. Standards

1. The “Big” Question Related to the Standard
2. Moving Toward Target or Continuous Improvement
3. Exhibits





The “Big” Question Related to the Standard

Standard	Prompt #1
Standard 1	What do candidate assessment data tell the unit about candidates’ meeting professional, state, and institutional standards and their impact on P-12 student learning?
Standard 2	How does the unit use its assessment system to improve candidate performance, program quality and unit operations?
Standard 3	How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?
Standard 4	How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?



Moving to the Target or Continuous Improvement

Prompt # 2 (Standard 1)

1.2a Standard on which the unit is moving to the Target Level

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in unit Standard 1.

1.2b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 1.



Exhibits

Prompt # 3: Exhibits (Standard 1)

1.3.a	State program review documents and state findings
1.3.b	Title II reports submitted to the state for the previous three years
1.3.c	Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit's <i>conceptual framework</i>
1.3.d	Data and summaries of results on key assessments, including proficiencies identified in the unit's <i>conceptual framework</i> (Data should be disaggregated for off-campus, alternative delivery and alternative route programs)
1.3.e	Key assessments and scoring guides used for assessing <i>professional dispositions</i> , including fairness and the belief that all students can learn
1.3.f	Data and summaries of results on key assessments of candidates' <i>professional dispositions</i> (Data should be disaggregated for off-campus, alternative delivery and alternative route programs)

Exhibits

Prompt # 3: Exhibits (Standard 1, cont.)

1.3.g	Examples of candidates' assessment and <i>analysis of P-12 student learning</i>
1.3.h	Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.3.i	Follow-up studies of graduates and summaries of the results
1.3.j	Employer feedback on graduates and summaries of the results
1.3.k	<i>Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available</i>



II. 2 Offsite Review

The **Offsite BOE Team** reviews the following documents and prepares the **Offsite BOE Report**.


Accreditation Reports and Supporting Exhibits for Offsite Review

IR and Exhibits	Program reports submitted for state and/or national review
Annual Reports	National recognition reports
Title II Data	3rd party testimony
Reports from the previous NCATE visit	Other relevant national or state reports uploaded in AIMS



II. 2 Offsite BOE Report

Key Elements of the Offsite BOE Report

1. **Statement about the evidence**
 2. **Comments on the unit's progress toward meeting the target level on selected standard(s)**
 3. **Feedback on correcting previous AFIs**
 4. **List of areas of concern related to continuing to meet the standard with rationales**
 5. **List of evidence for the Onsite BOE Team to validate during the onsite visit**
- 

II. 3 IR Addendum

IR Addendum and Exhibits

- Unit has the opportunity to submit responses to the Offsite BOE Report through **IR Addendum and Exhibits**.
- The IR Addendum and Exhibits should **address questions and concerns** noted in the Offsite BOE Report **ONLY**. A revised IR will not be acceptable.
- The current recommendation for IR Addendum is for **25 pages**. Revised or new exhibits supporting the IR Addendum should be submitted as exhibits with URL links and clearly labeled as new or revised.
- IR Addendum should be submitted in AIMS **30-60 days** prior to the Pre-Visit conducted by the BOE chair and the **Onsite Visit** by the BOE team.



II. 4 Onsite Visit

The Focus of the Onsite Visit

The Offsite BOE Report, the IR Addendum, and Exhibits will be used to guide the Onsite Visit. Interview sessions, topics, and participants should be adjusted to address:

- 1. Areas of Concerns and/or Areas for Improvement (AFI) noted**
- 2. Validating that the six unit standards are met**
- 3. Movement toward the target level on unit selected standard(s)**
- 4. Continuous improvement endeavors on the remaining standards**

II. 5 BOE Report

Key Elements of the BOE Report

1. Introduction
2. Conceptual framework
3. Standards
 - Overall Findings
 - Continuous Improvement
 - Movement to the Target Level
 - Strengths
 - Areas for Improvement
 - Recommendation for Standard
 - Corrections to the IR Addendum

Recommendation for Standard	
Initial Teacher Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable
Advanced Preparation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Applicable



II. 6 Accreditation Decisions

Accreditation Decisions

- 1. Accreditation for five years***
- 2. Accreditation for seven years***
- 3. Accreditation for two years with a focused visit**
- 4. Accreditation for two years with a full visit**
- 5. Defer decision**
- 6. Deny accreditation**
- 7. Revoke accreditation**

*** 5 or 7 year cycle as determined by the state**





Changes Impacting CI Visits





III.1 Changes Impacting CI Visits: Timeline

Intent to Seek Accreditation

- Intent to Seek: 24-months prior

Preconditions and Program Review for Unit Seeking First Accreditation

- Preconditions : 18-months prior
- Program Review through SPAs: 18-months prior





III.1 Changes Impacting CI Visits: Timeline

Fall 2011 through Spring 2013

- Institutional Report and Exhibits
Six-months prior to the scheduled onsite visits
- Offsite Review
Approximately 4-5 months prior to the onsite visits

Fall 2013 and Beyond

- Institutional Report and Exhibits
Eight-months prior to the scheduled onsite visits
- Offsite Review
Approximately 6-7 months prior to the onsite visits



III. 2 Changes Impacting CI Visits: Reporting

Key aspects of the new reporting requirements include summaries of:

- Activities and data on impact of **candidate performance, program quality, and P-12 student learning**
- Commitment and timelines for attaining and/or sustaining **target level performance** on selected standards
- Commitment and timelines for endeavors leading to **continuous improvement** of the remaining standards





III. 3 Changes Impacting CI Visits: Milestones

Offsite Review

- **New Scheduling Process for Fall 2012 and Beyond**

Onsite Visit

- **Continuing Accreditation: Sunday through Tuesday**
- **First Accreditation: Sunday through Wednesday**





III. 4 Changes Impacting CI Visits: UAB Review

Changes in UAB Operational Procedures

To maximize the rigor and fidelity of accreditation within the new accreditation continuum, the UAB will officially adopt a new operation procedure to include review of the **Offsite BOE Report** (in addition to BOE Reports, Institutional Rejoinder, and Chair's Response) in its audit and accreditation decision making process at the spring 2012 UAB meeting.



III. 5 Changes Impacting CI Visits: Decisions

Moving to Target in Accreditation Decision

- The Unit Accreditation Board is reviewing and developing further **guidelines on expectations for moving toward the target level**
- Additional information will be available after spring 2012 UAB meeting
- Target level performance will be acknowledged in the **Accreditation Letter**





Thank You

