



NCATE Standard 5: Faculty Qualifications, Performance, and Development



The Standard of Excellence
in Teacher Preparation

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Yi Huang
Vice President for Accreditation, NCATE



Agenda

- I. Overview of NCATE Accreditation**
- II. Standard 5 and Its Elements**
- III. Institutional Report & Exhibits**
- IV. Areas for Improvement**
- V. Moving Toward Target**



I. Overview of NCATE Accreditation

Scope of NCATE Accreditation

The NCATE accreditation process focuses on the *Professional Education Unit*, which is defined as the administrative body at a college or university that has primary responsibility for the preparation of school personnel.

The professional education unit must include in its accreditation review *All Programs* in the institution for the *initial and advanced* preparation of teachers and other school professionals to work in P-12 settings.



I. Overview of NCATE Accreditation

Standards Driven and Performance Based Accreditation

NCATE applies its *Unit Standards* to the professional education unit as a whole.

Assessment and evaluation data should be *Disaggregated by Program* and by off-campus, alternate delivery, and alternative route programs.

Assessment data on candidates must be disaggregated for program and unit review by the *States* in which candidates are living at the time they take the assessment.

NCATE Vocabulary

- Unit Accreditation vs. Program Review
- Initial Programs vs. Advanced Programs
- Unit Standards vs. SPA Standards
- Candidates vs. Students
- Clinical Faculty vs. Professional Education Faculty
- BOE vs. UAB

GLOSSARY

Glossary of NCATE Terms

Accreditation. (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements.

Accreditation Action Report. The report issued by the Unit Accreditation Board that indicates the unit's accreditation status, standards met, and the areas for improvement to which the unit should respond in its annual reports.

Accreditation with Conditions. An NCATE accreditation decision rendered by the Unit Accreditation Board following a continuing visit that indicates that the unit has not met one or more of the NCATE standards. When the UAB renders this decision, the unit maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months.

Accreditation with Probation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a continuing visit that indicates that the unit does not meet one or more of the NCATE standards and has pervasive problems across standards that limit its capacity to offer quality programs that adequately prepare candidates. If accreditation with probation is granted, the unit must schedule an on-site visit within 18 months of the semester in which the probationary decision was rendered.

Accuracy in Assessment. The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

Adjunct Faculty. Part-time faculty in the professional education unit who are not full-time employees of the institution. *See Part-time Faculty and Professional Education Faculty.*

Advanced Programs. Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the postbaccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master's degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include those for other school professionals such as school counselors, school psychologists, educational administrators, and reading specialists.

Alternate Route Programs. Postbaccalaureate programs designed for individuals who did not prepare as educators during their undergraduate studies. These programs, which usually lead to a unit's recommendation for a state license, accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In some instances, candidates may be employed as educators while enrolled. Examples include MAT programs, programs that operate in professional development schools, and Troops to Teachers programs. They are sometimes called nontraditional programs.

Annual Report. The AACTE/NCATE Joint Data Collection Report that is required of all NCATE-affiliated institutions as a condition of accreditation. A compilation of these reports serves as primary documentation for Board of Examiners teams as they prepare for on-site accreditation visits.

Area for Improvement (AFI). A statement cited by the Board of Examiners or the Unit Accreditation Board indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite one or more areas for improvement and still recommend that the standard is met.

Assessment. An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Assessment Data. Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

Structure of the Unit Standards

1. Standard
2. Rubric
3. Supporting Explanation

Standard 1: *Candidate⁸ 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 students⁹ learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES *(Initial and Advanced Preparation of Teachers)*

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. Fewer than 80 percent of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers do not have an in-depth knowledge of the content that they teach.

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. Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.

TARGET

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.



Standard 5



Standard 5

Standard 5: Faculty Qualifications, Performance, and Development

*Faculty are **qualified** and **model best professional practices** in scholarship, service, and teaching, including assessment of their own effectiveness as related to candidate performance; they also **collaborate** with colleagues in the disciplines and schools. The unit **systematically evaluates** faculty performance and facilitates professional development.*





II. Elements in Standard 5

5a. Qualified Faculty

5b. Modeling Best Professional Practices in Teaching

5c. Modeling Best Professional Practices in Scholarship

5d. Modeling Best Professional Practices in Service

5e. Unit Evaluation of Professional Education Faculty Performance

5f. Unit Facilitation of Professional Development



Professional Education Faculty

Professional Education Faculty

Those individuals employed by a college or university, including

- Graduate Teaching Assistants
- Adjunct Faculty
- Clinical Faculty
- Full-time Faculty
- Part-time Faculty





P-12 School Personnel

P-12 School Personnel

- **Licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.**



5a. Qualified Faculty

Element 5a focuses on the qualifications of faculty, from both the professional education unit and the partnering P-12 schools. As appropriate in their professional roles, faculty are expected to have:

- **Earned doctorates or exceptional expertise**
- **Appropriate licensure**
- **Contemporary professional experiences that relate to their assignments and roles**



Contemporary Professional Experiences

Meaningful and structured activities in a P-12 school settings within the last five years.

- **Structured observation**
- **School teachers or other school personnel**
- **Action research, school based research**
- **Professional development school activities**



5b. Modeling Best Professional Practices in Teaching

Professional education faculty are expected to:

- **Demonstrate a thorough understanding of the content they teach**
- **Help candidates develop the proficiencies outlined in professional, state, and institutional standards**
- **Integrate multiple teaching, learning and assessment strategies, and technology in their teaching to support candidate growth**
- **Engage in guiding candidates in synthesis and application of research and theories in classrooms**
- **Reflect on their own practice with the goal of continued improvement**

5c. Modeling Best Professional Practices in Scholarship

Professional education faculty are expected to:

- **Engage in different types of scholarly work in their fields**
- **Demonstrate that the scholarly work is based on the missions of their units and institutions**



5d. Modeling Best Professional Practices in Service

Professional education faculty are expected to:

- **Provide service to the unit, institution, and broader community**
- **Be actively involved in professional practice in P-12 schools**
- **Be actively involved in professional associations**
- **Provide education-related services at the local, state, national, and/or international levels**





5e. Unit Evaluation of Professional Education Faculty Performance

The unit is expected to:

- **Conduct systematic and comprehensive evaluations of faculty professional performance**
- **Use evaluations to improve the teaching, scholarship, and service in the unit**



5f. Unit Facilitation of Professional Development

The unit is expected to:

- Provide professional development for faculty based on needs and evaluations
- Support the development of new knowledge and skills relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices



III. Institutional Report and Exhibits

Standard 5

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





The “Big” Question Related to Standard 1

Standard 5

5.1 How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?





5.2 Moving to the Target or Continuous Improvement

5.2a 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 5.

5.2b 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 5.



Exhibits

5.3 EXHIBITS

| | |
|--------------|--|
| 5.3.a | Data table on qualifications of professional education faculty . |
| 5.3.b | Data table on qualifications of clinical faculty (i.e., P–12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice) |
| 5.3.c | Policies and practices to assure clinical faculty meet unit expectations |
| 5.3.d | Policies, expectations, and samples of faculty scholarly activities |
| 5.3.e | Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.) |
| 5.3.f | Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service |
| 5.3g | Policies, procedures, and practices for professional development and summaries of the results |

IV. Areas for Improvement (AFI)

Common Areas for Improvement Cited for Standard 5

5a. Qualified Faculty

- Not all professional education faculty members possess earned doctorates or exceptional expertise that qualifies them for their assignments.
- Not all school faculty members are licensed in the fields that they teach or supervise.
- Not all professional education faculty members have contemporary professional experiences in school settings at the levels that they supervise.

IV. Areas for Improvement (AFI)

5b. Modeling Best Professional Practices in Teaching

- **The unit lacks sufficient evidence that professional education faculty members demonstrate thorough understanding of the content they teach and modeling best practices in teaching.**
- **The unit lacks sufficient evidence that professional education faculty members demonstrate the use of varied instructional strategies and integrate diversity and technology throughout their teaching.**





IV. Areas for Improvement (AFI)

5e. Unit Evaluation of Professional Education Faculty Performance

- **The unit does not systematically and regularly evaluate professional education faculty members.**
- **The unit does not systematically and regularly evaluate clinical and part-time professional education faculty members.**
- **The unit lacks sufficient evidence that faculty evaluations are used to improve teaching, scholarship and service.**



IV. Areas for Improvement (AFI)

5f. Unit Facilitation of Professional Development

- **The unit lacks sufficient evidence that professional development are provided to address needs based on faculty and unit evaluations.**
- **The unit lacks sufficient evidence that professional education faculty members are provided with opportunities for professional development.**



V. Target Level Performance

Target Level Performance

With the implementation of the new accreditation option of Continuous Improvement (CI), NCATE is expecting units to demonstrate **movement toward and performance at** the target level.



V. Target Level Performance

5a. Qualified Faculty

Possible examples of target-level activities:

- Unit academic and clinical faculty are recognized by their expertise and contributions at local, state, national and internal levels, and are leaders in **transforming educator preparation** to address the needs of the 21st century schooling.
- Faculty in the professional education unit regularly **co-teach** classes with P-12 master teachers in professional development school settings and co-conduct **action researches** that synthesize theory with practice.



V. Target Level Performance

THE MINUTE PAPER

5b. Modeling Best Professional Practices in Teaching

1. Identify Two Examples of Target-Level Activities
2. Exchange Your Paper/Ideas with a Colleague



5b. Modeling Best Professional Practices in Teaching

Unacceptable

- Professional education faculty have **limited understanding of their fields**.
- Faculty teaching **provides candidates little engagement with content** and does not help them develop the proficiencies outlined in professional, state, and institutional standards
- Professional education faculty use a **limited number of instructional strategies**; these strategies do not reflect current research on teaching and learning. They seldom model the use of information technology in their own teaching.

Acceptable

- Professional education faculty have a **thorough understanding of the content** they teach.
- Teaching by professional education faculty **helps candidates** develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching.
- Professional education **faculty value candidates' learning and assess candidate performance**. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions.

Target

- All professional education faculty have an **in-depth understanding** of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues.
- Teaching by the professional education faculty **reflects the proficiencies** outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates **diversity and technology throughout coursework, field experiences, and clinical practices**.



5b. Modeling Best Professional Practices in Teaching

| Unacceptable | Acceptable | Target |
|--|---|--|
| <ul style="list-style-type: none">▪ Few professional education faculty assess their own effectiveness as teachers.▪ Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning. | <ul style="list-style-type: none">▪ Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance. | <ul style="list-style-type: none">▪ Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice.▪ Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools. |

V. Target Level Performance

Element 5b. Modeling Best Professional Practices in Teaching

Possible examples of target-level activities:

- Professional education faculty **demonstrate leadership** in the advancement of teaching through active collaboration with the P-12 schools practitioners and through **systematic integration** of new knowledge and promising practices into their own instructional practice.
- Professional education faculty **exhibit intellectual vitality** in their sensitivity to critical issues and diverse needs of teacher candidates and P-12 schools students, actively **adopt and adjust instructions and assessments** to support candidates learning and enhance student achievement.





Thank You



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