

The Current NCATE Process and Changes Underway

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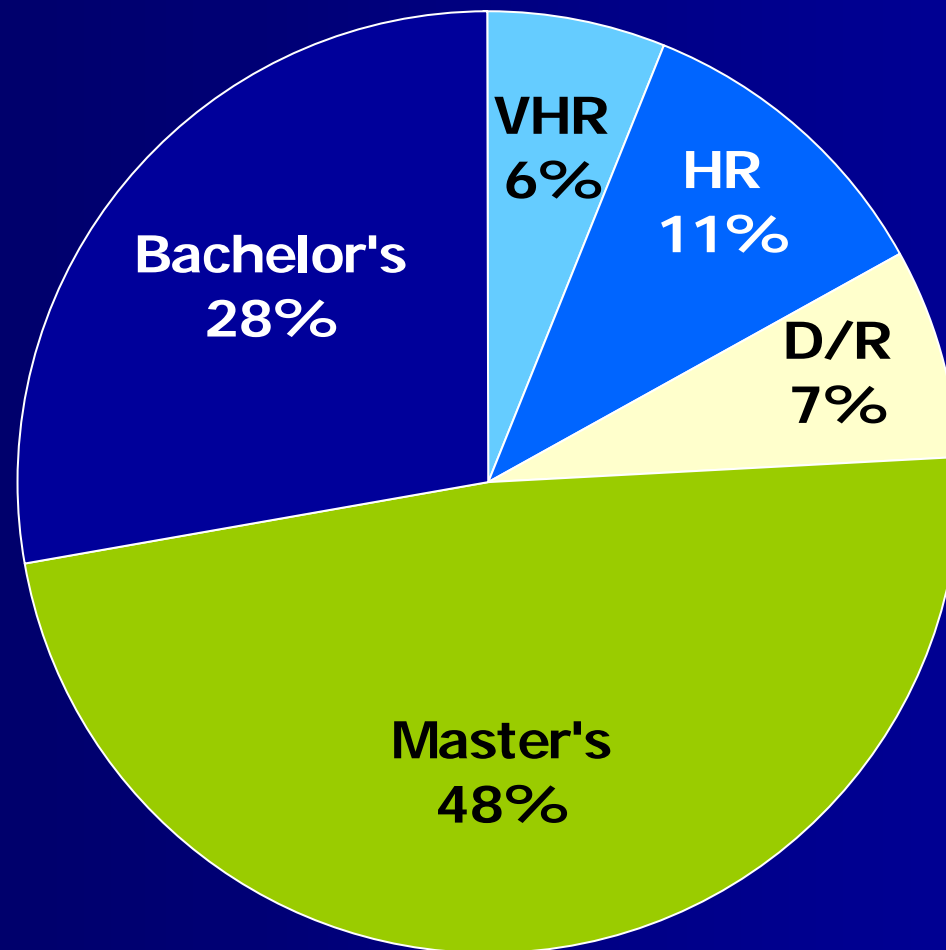
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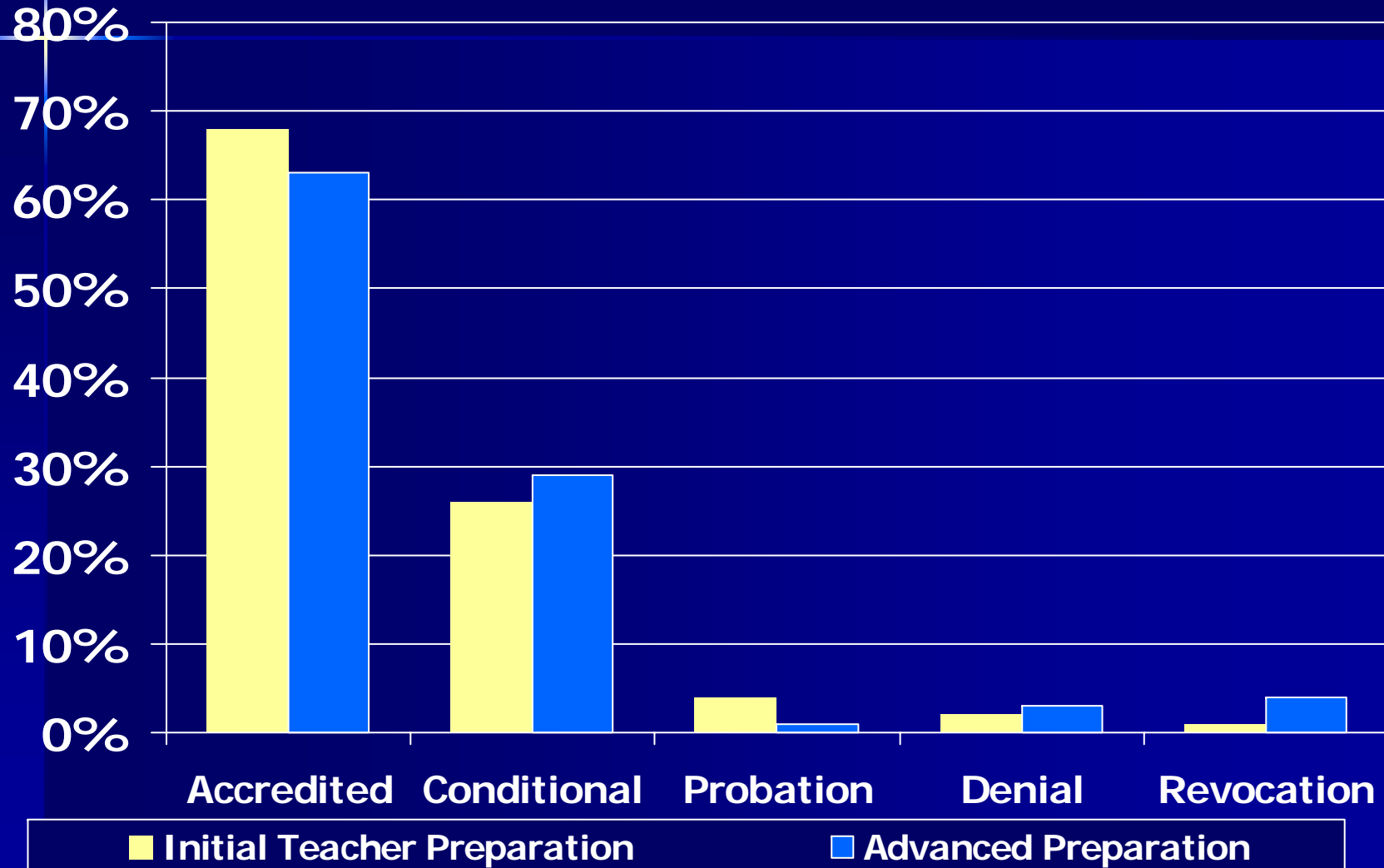
Numbers as of 1/1/2007

- 632 accredited institutions
- 39 candidates for accreditation
- 39 precandidates

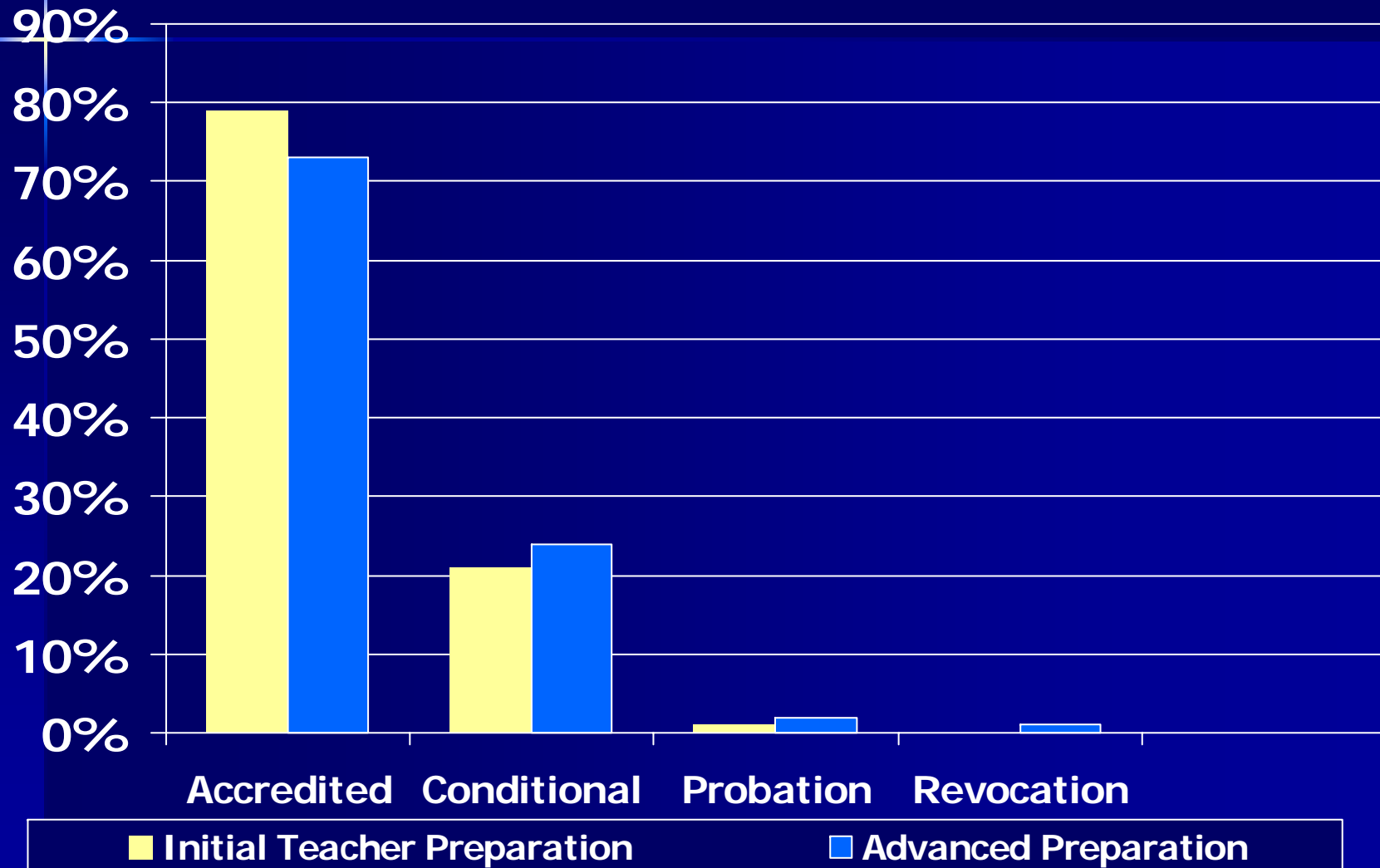
Institutions in the System by Type of Institution



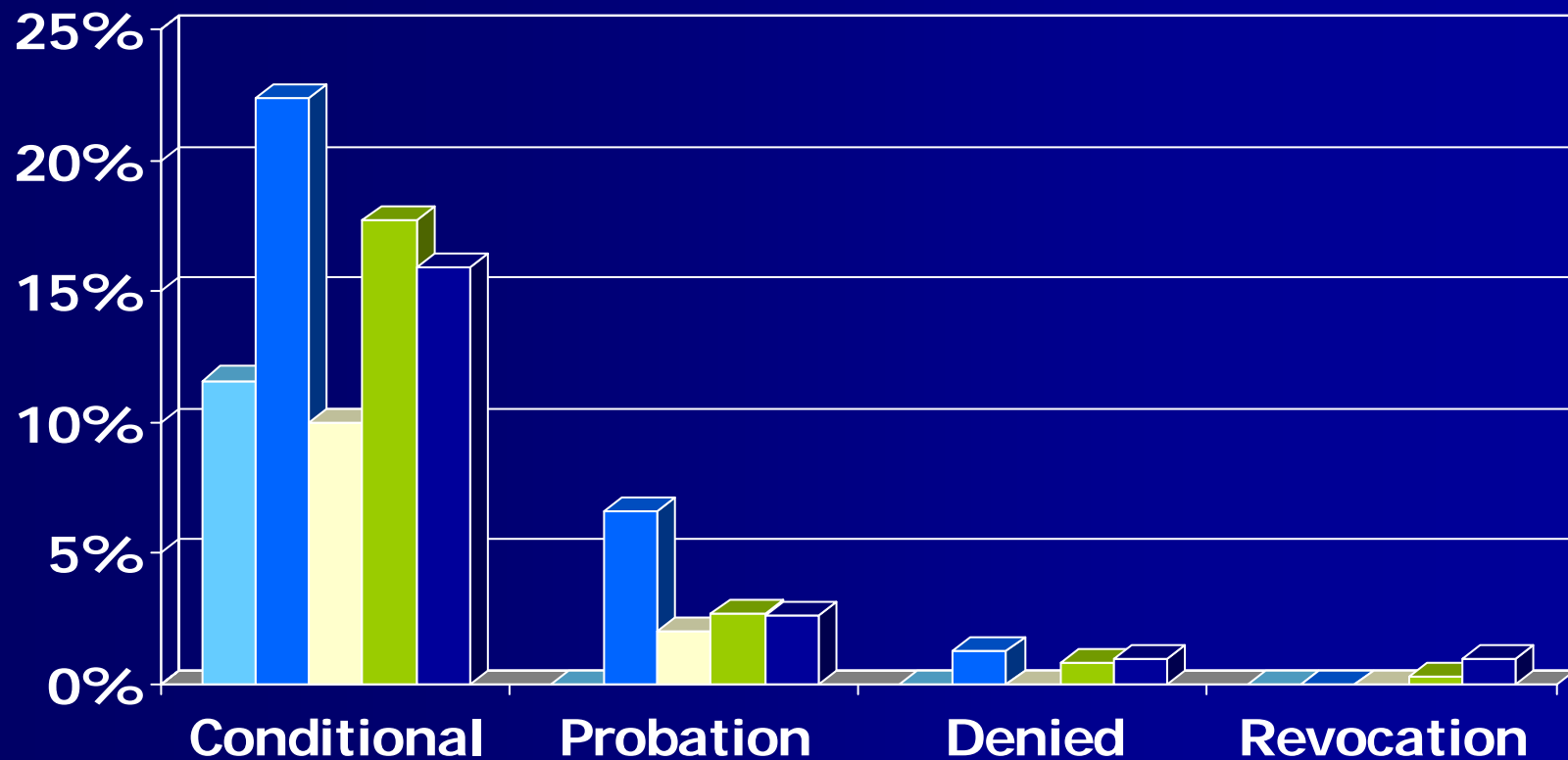
How did institutions fare in 2005 accreditation decisions?



Improvement in 2006...



Decisions by Institutional Type



■ VHR (43) ■ HR (76) ■ DR (50) ■ M (339) ■ B (175)

1. Units are using technology to manage data.

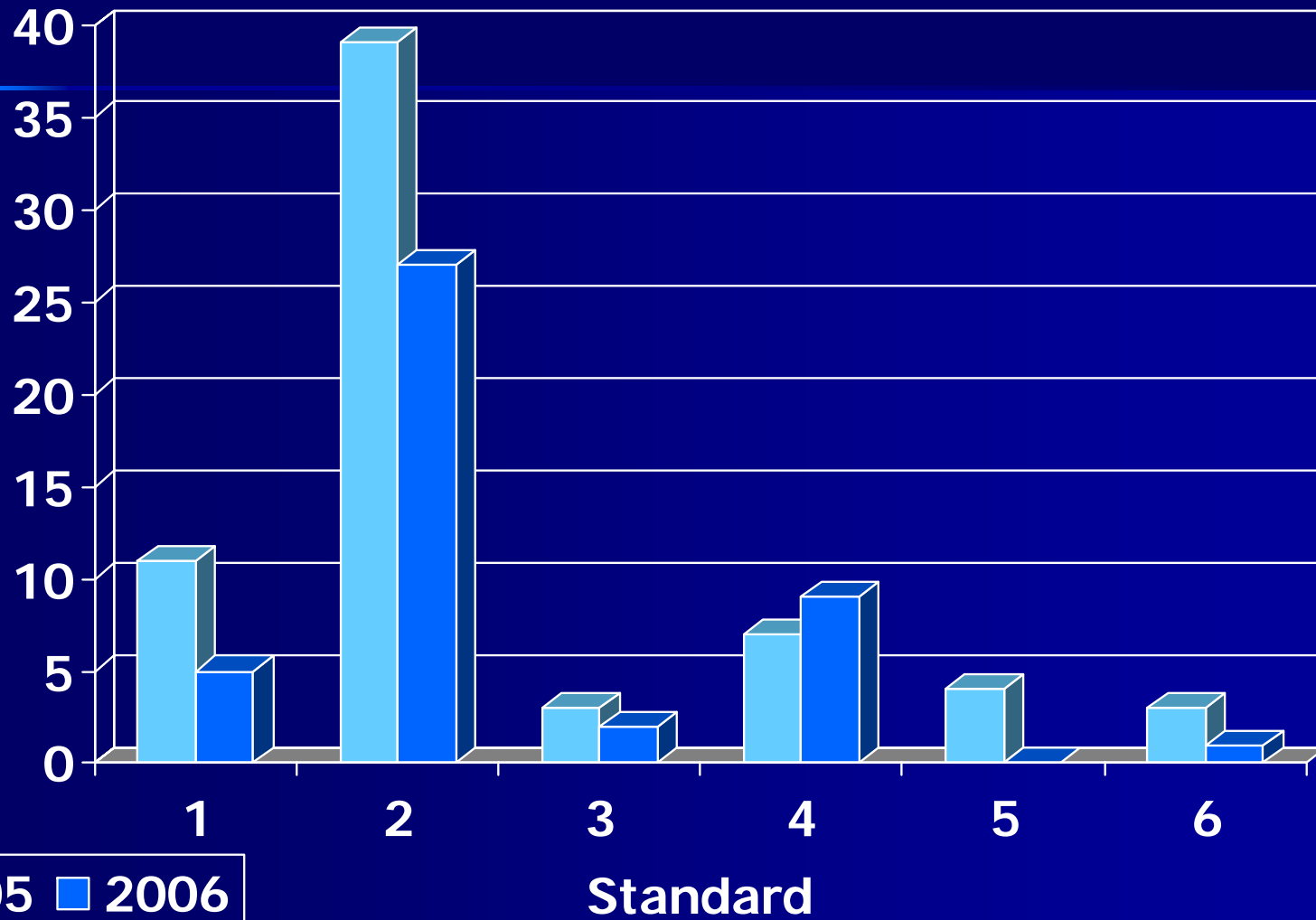
- **Spawned an industry**

2. Units have developed candidate assessments, and, in most cases, a unit assessment system.

However,

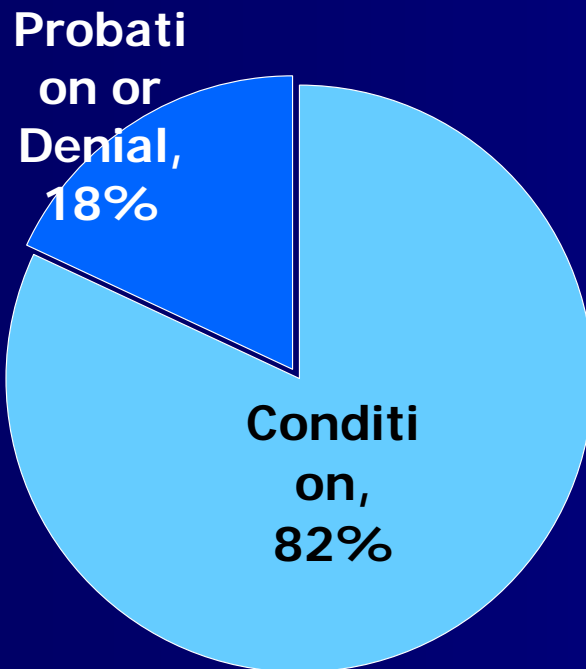
- Many units were not ready to have a fully implemented system by 2005.

Standards Not Met

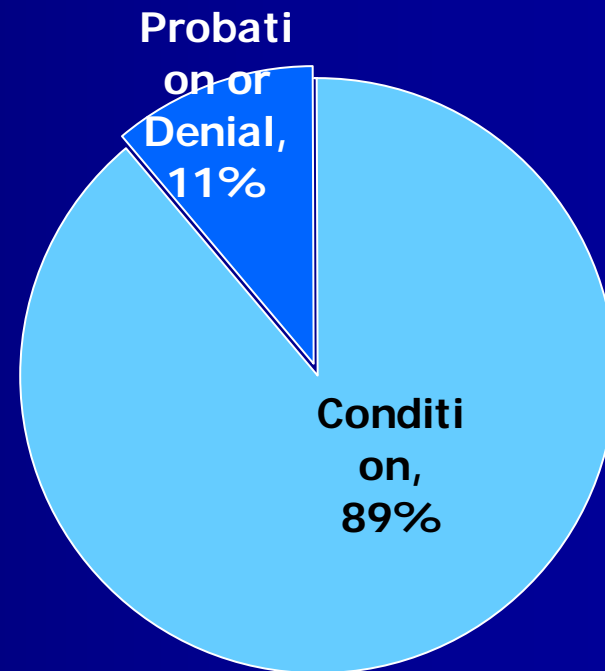


Accreditation Decisions when Standard 2 is not met

2005



2006

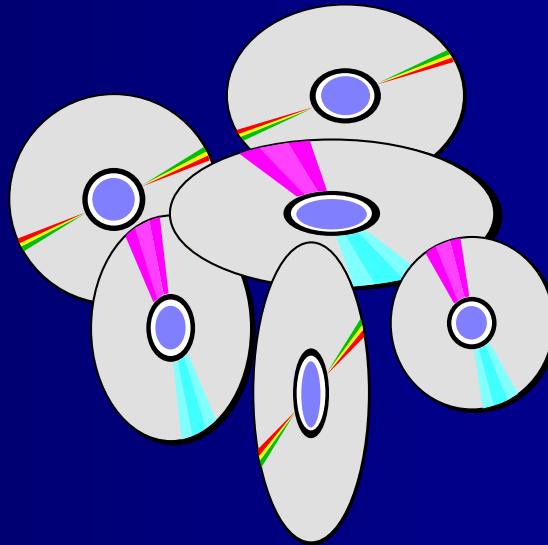


In addition,

- Many faculty do not understand assessment nor scoring guides and how they can be effectively used to determine whether candidates are meeting standards.

Program Reviews as Evidence of Meeting Standard 1

National
Reviews by
SPAs
(Specialized
Professional
Associations)



State Reviews
by the State
Agency
Responsible
for Program
Approval

Recognition Rates after Initial Review

	Total #	Recognized + Conditions	% Recognized
Fall 2004	170	48	28%
Spring 2005	108	24	22%
Fall 2005	299	138	46%
Spring 2006	280 (as of 10/1/06)	135	45%

Recognition Rates by SPA: Initial Reviews in Spring 2006

SPA	n	% R+C
AAHE	8	38%
ACEI	26	73%
ACTFL	18	28%
AECT	3	100%
ALA	4	75%
CEC	32	75%
ELCC	19	5%
IRA	13	46%
ISTE	7	71%
ITEA	0	

SPA	n	% R+C
NAEYC	28	64%
NASP	8	63%
NASPE	15	33%
NCSS	37	41%
NCTE	30	36%
NCTM	31	48%
NMSA	7	43%
NSTA	33	27%
TESOL	4	25%
TOTAL	323	47%

Recognition Rates after Review of Revised Report

	Total #	Recognized + Conditions	% Recognized
Fall 2004	NA	NA	NA
Spring 2005	17	9	53%
Fall 2005	49	31	63%
Spring 2006	175 (as of 10/1/06)	101	57%

Recognition Rates by SPA: Revised Reports in Spring 2006

SPA	n	% R+C
AAHE	5	40%
ACEI	14	86%
ACTFL	10	50%
AECT	0	
ALA	1	0%
CEC	6	83%
ELCC	21	52%
IRA	3	100%
ISTE	3	100%
ITEA	1	0%

SPA	n	% R+C
NAEYC	12	58%
NASP	0	0
NASPE	11	36%
NCSS	25	43%
NCTE	16	75%
NCTM	25	84%
NMSA	1	100%
NSTA	17	47%
TESOL	4	50%
TOTAL	178	62%

In addition to not understanding assessment,

- Most program assessments were generic across the unit and do not show that content standards are being met.

3. Units have begun to figure out how program assessments can fit into unit assessments.

In the beginning (2000),

- Units tried to aggregate all of the candidate data at the unit level.

Unfortunately,

- Data at the unit level provided little helpful information about the quality of programs and the candidates in them.
- Test data were the exception; they were most often reported by programs.

Then,

- NCATE developed a new online program review system that required reporting at the program level rather than unit level.

It required 6-8 assessments:

1. State licensure exam for program area (if available—otherwise another content based assessment)
2. Content Assessment
3. Assessment of Planning (e.g., unit plan)
4. Student teaching/internship assessment
5. Assessment of candidate impact on student learning or providing a supporting learning environment
6. Other assessment to show SPA standards are met

- Institutions that had developed generic assessments saw this 2005 change as major.
- NCATE, on the other hand, saw it as supporting a better link between program assessment & the unit assessment system.

Alignment of Program Review with Standard 1

Content

Rubric elements 1-2

Professional &
Pedagogical
Content
Knowledge, & Skills

Rubric elements 3-5

P-12 Student
Learning

Rubric elements 7-8

4. Student learning has started to be embedded in educator preparation programs.

Its development...

- Began with the requirements at the unit level in 2000.
- Moved to one of the six required assessments for national program review in 2005.

5. Units are using data to prepare numerous reports and for internal decision-making.

On the NCATE side,

1. A sophisticated database system was needed to support the management of data and transmission of all accreditation materials electronically.

- ✓ 1st phase was rolled out on Dec. 15, 2006 for the submission of program reports.

2. The accreditation process needs to be further streamlined.

- ✓ Management of the program review system moved from SPAs to NCATE.

Under development:

- Greater dependence on data from program reviews for Standard 1.
- Institutional reports (IRs) submitted in an online template.
- BOE reports written during the visit on an online template.

Other Questions:

- What is a reasonable expectation for a content assessment (e.g., GPAs) in addition to test scores?
- Could the BOE report be limited to 10 pages?

3. Institutions need additional support in being able to show that they meet national program & unit standards.

In the works...

- Conduct of 10+ webconferences in winter & spring 2007 on the preparation of program reports, institutional reports, & on-site visits.
- Revision of online training modules on the conceptual framework, the six unit standards, and the accreditation process.
 - Modules to be based on revised standards, which become effective in fall 2008

- Development of new online modules on program standards and the program review process.

- Revision of online *Handbook for Accreditation Visits*.
- Development of a monograph on how institutions are effectively addressing Standards 3 (field experiences & clinical practice) & 4 (diversity).

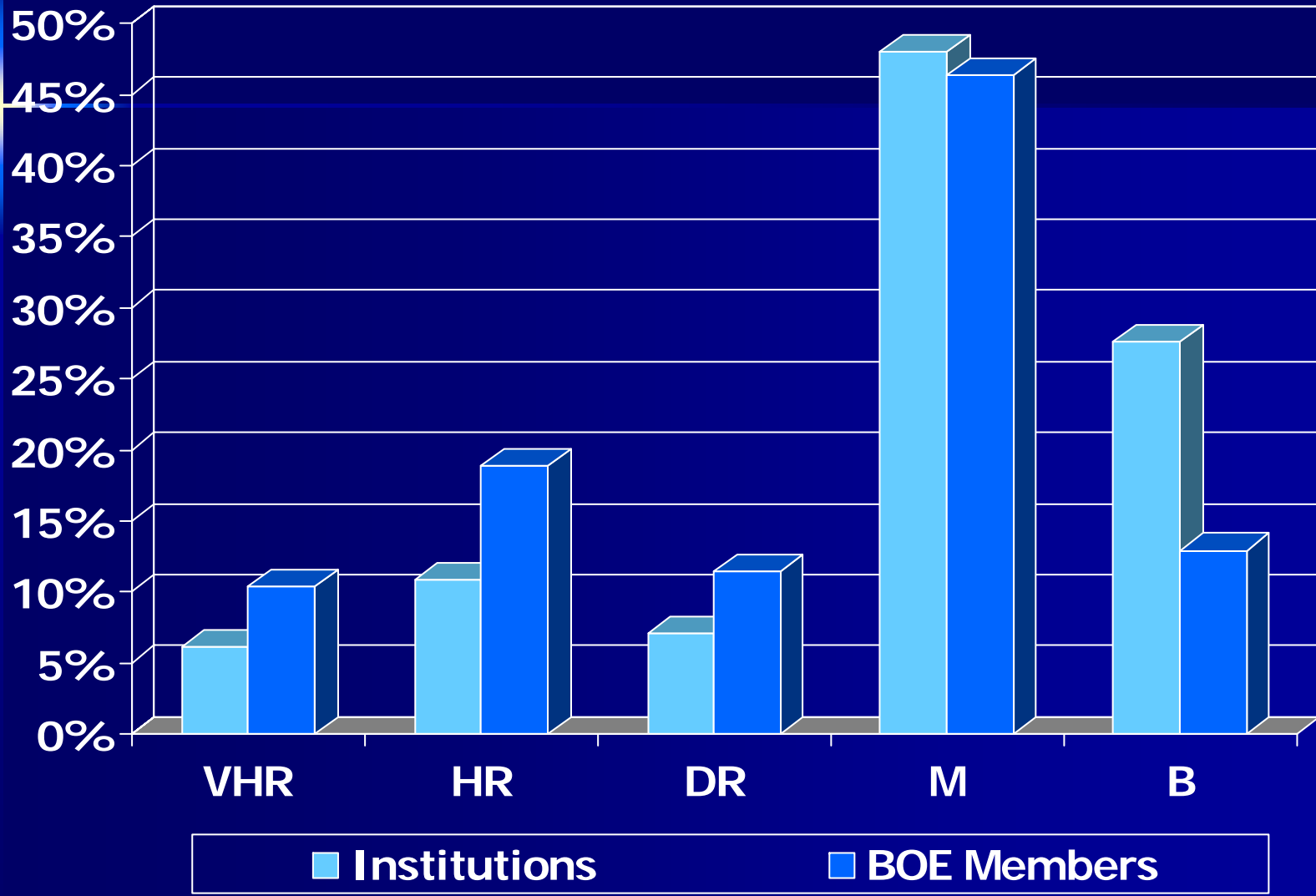
4. Greater consistency is needed across the accreditation process.

- ✓ Consistency across BOE teams
- ✓ Consistency across SPA reviews of programs

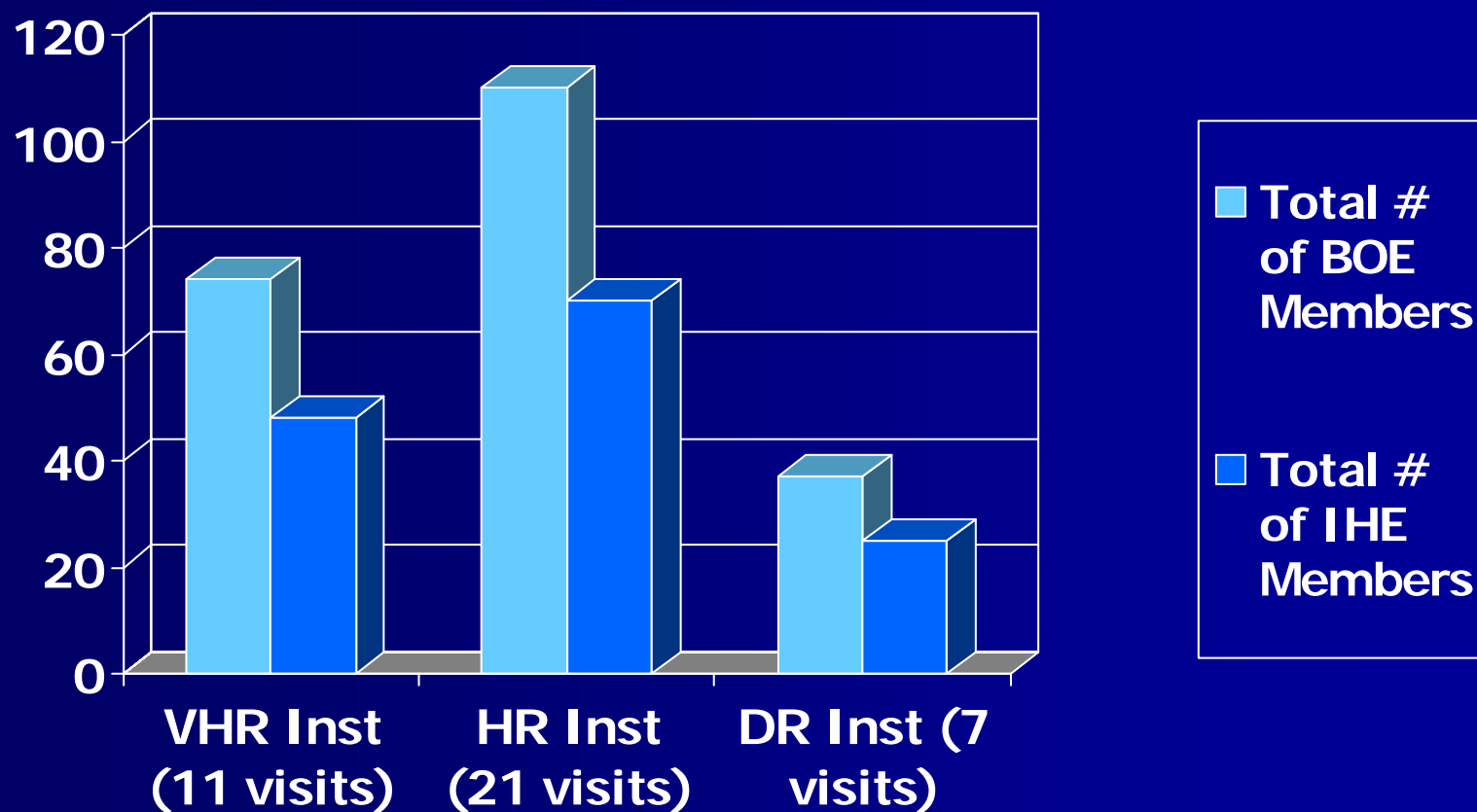
Concerns about BOE teams...

- They do not understand the complexity of research institutions.
- They do not represent research institutions.
- They do not apply the standards consistently, especially Standard 2.

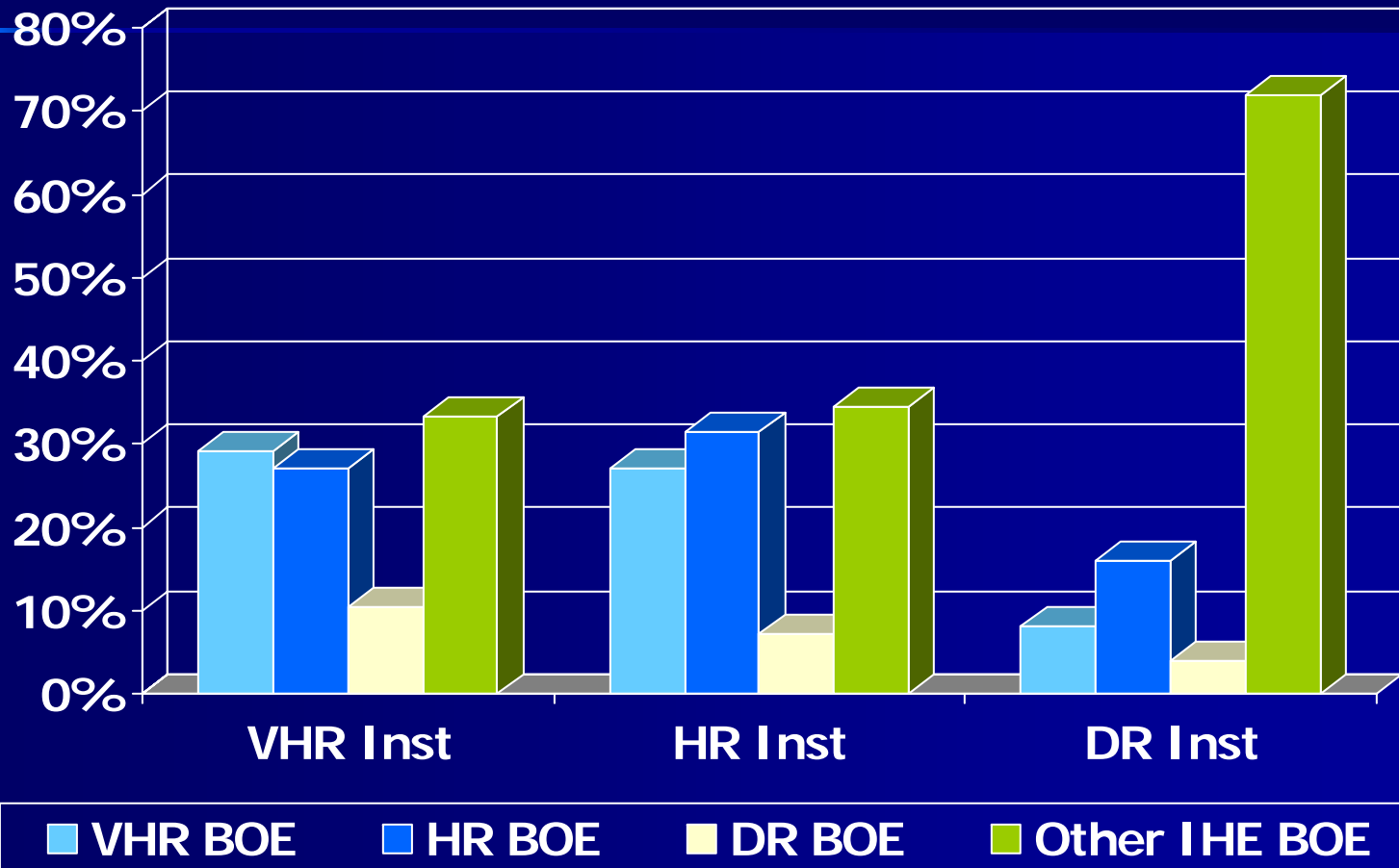
BOE Members by Type of Institution



BOE Members on Visits to Research Universities in 2005 & 2006



% of BOE Team from Different Institution Types



New Developments

- Development of an automatic tracking system that shows BOE members' institutional type as assignments are made.
- Aggressive recruitment of more BOE members from research & baccalaureate only institutions

On other consistency issues...

- 10+ webconferences on standards & decision-making for BOE team chairs, program reviewers, & program Audit Committee members.
- Revision of online training modules for BOE team members
- Development of consistent framework for program standards.

5. Performance-based standards opened up accreditation to non-traditional providers.

The challenges...

- Reviewing online institutions
 - Western Governors University accredited in fall 2006
- Reviewing educator preparation programs at organizations other than colleges and universities
 - Association preparing principals (NJ)
 - School district with a residency program (MA)
 - Alternate route program (TX)

- Reviewing for-profit organizations
- Responding to requests for accreditation reviews outside the U.S.