Streamlining the Accreditation Process

Donna M. Gollnick
Senior Vice President, NCATE
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Approved by the UAB:

- Greater dependence on data from program reviews for Standard 1.
- Briefer institutional reports (IRs) submitted in an online template.
- Limited number of key exhibits
- Shorter BOE reports written during the visit on an online template.
- Revision of AACTE/NCATE annual report to provide critical performance data.
1a. Content Knowledge for Teacher Candidates

1. If the state has a licensure test for content, what is the overall pass rate? What programs do not have an 80% or above pass rate? **ADD TABLE**

2. What other key assessments provide the unit information about candidates’ content knowledge as expected in professional, state, and institutional standards? What do the data indicate about the candidates’ knowledge? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed such as master’s programs for licensed teachers.)
What do follow-up surveys of graduates and employers indicate about graduates’ preparation in the content area? (A table summarizing the results related to content knowledge could be included here.)
Essential Exhibits

1. Key assessments and scoring guides used by faculty to assess candidate learning. (Cross-reference with Standard 2 as appropriate.)

2. Data tables and summaries that show how candidates have performed on key assessment over the past three years.

3. State licensure test scores aggregated by program area and reported over three years Title II data reported to the state for the last year must be available to the team.

4. Assessments used to determine how well candidates are meeting the outcomes identified in the unit’s conceptual framework and summaries of candidates’ performance.
Program reports and findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, CACREP).

Summaries of the results of key assessments used at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion.

Samples of candidate work (e.g., portfolios at different proficiency levels).

Follow-up studies of graduates and data tables of results.

Employer feedback on graduates and summaries of the results.
Standard 1

Information reported in the institutional report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

☐ Yes  ☐ No
**1b. Pedagogical Content Knowledge for Teachers**

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<th>Element</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
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<td><strong>1a. Content Knowledge for Teacher Candidates</strong></td>
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<td>Summary of Findings (Initial Teacher Preparation):</td>
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<td>Summary of Findings (Advanced Teacher Preparation):</td>
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<td><strong>1b. Pedagogical Content Knowledge for Teachers</strong></td>
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BOE Report (continued)

- **Summary of Strengths:**

- **Areas for Improvement and Rationales:**
  - AFIs corrected from last visit
  - AFIs continued from last visit
  - New AFIs

- **Recommendation:** Standard 1 is met/not met.

- **Corrections to the Institutional Report**
Questions Remaining

- What would be different about the visit?
  - Better use of electronic exhibits
  - Sampling of selected exhibits

- Should NCATE accept accreditation by another national group on NCATE’s list without additional expectations?

- And others...
Streamlining Issues related to Program Review:

- Developing reasonable expectations for a content assessment (e.g., GPAs) in addition to test scores?

- Making the program review process more formative and less punitive in nature.
Next Steps

- Pilot test the shorter BOE report in selected fall 2007 visits. Work with pilots & team chairs over the summer via web seminars.

- Pilot test the streamlined processes in spring 2008 visits. Work with pilots & team chairs over the summer via web seminars. Place documents on website for comment by BOE members, states, and institutions.

- Streamlined process to be effective in fall 2008 visits.