Streamlining the Accreditation Process

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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.

The Institutional Report

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.)*

1a (continued)

- 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

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

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

- 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.

- Assessments used to determine how well candidates are meeting the outcomes identified in the unit's conceptual framework and summaries of candidates' performance.

Essential Exhibits (cont.)

- 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.

BOE Report

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

BOE Report (continued)

Element	Unacceptable	Acceptable	Target
1a. Content Knowledge for Teacher Candidates			
Summary of Findings (Initial Teacher Preparation):			
Summary of Findings (Advanced Teacher Preparation):			
1b. Pedagogical Content Knowledge for Teachers			

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.