NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Request for Proposals on Transformational Initiatives

In order to provide its member institutions with a pathway to accreditation that focuses on significant contributions to the field of education, the National Council for the Accreditation of Teacher Education (NCATE) requests proposals for transformational initiatives.

Statement of Purpose:

NCATE believes that the field of education is in need of a research base to document and substantiate promising and effective practices and innovations. Many of NCATE's member institutions are focused on improving the quality of education by preparing future educators, enhancing the effectiveness of current educators, conducting research, and providing services in real-world schools. All of these endeavors have the potential to inform the field at large through a rigorous process of research and development. Thus, NCATE's transformation initiative seeks proposals that document promising practices, innovations and interventions directed at transforming educator preparation for greater effectiveness and higher quality.

Eligibility:

Institutions must fulfill the following eligibility criteria in order to submit a proposal for review:

- Be in full accreditation status seeking continuing accreditation with no unmet standards and few, if any, areas for improvement;
- Have all applicable programs recognized by the appropriate affiliated specialty professional associations (SPA) or approved by the state; and
- Provide evidence annually of continuing to meet professional standard with no substantive institutional changes resulting in lowered performance.

Procedures:

An institution should submit a TI RFP between 24 and 36 months prior to its scheduled accreditation visit date, following the guidelines herein. The Committee on Transformation Initiatives reviews proposals using the guidelines herein, provides feedback to the institution and makes a recommendation to the Unit Accreditation Board. See the NCATE website for further information on procedures and committee review: http://www.ncate.org/Accreditation/TransformationInitiativeOption/TransformationInitiativeTIFAQsDRAFT/tabid/774/Default.aspx

DRAFT

Cover Sheet for Institutions submitting an RFP for a Transformation Initiative

(This document would be a template in AIMS, not paper form as you see here)

Contact person completing the proposal:_____

Daytime Telephone: _____ Mobile phone:_____

Email: _____

Name of unit/institution: _____

Date of last accreditation visit: _____ Date of next accreditation visit: _____

Current accreditation status: _____

Standards unmet, if any: _____

Areas for improvement cited, if any: _____

_____ _____

Signature of Preparer Date of submission of proposal

Guidelines for Review of Transformational Initiative Projects

I. Significance of the Project

The unit should clearly articulate the significance of the proposed project. In doing so, the proposal should include the following components:

(1) A literature review related to the needs and importance of the project that is situated in the current literature and national research agenda for educator preparation;
(2) The relationship between the identified needs, the goals and objectives of the project, and the research questions;
(3) The potential of the project for providing timely and important information to the education field at the local, state, regional, and/or national levels, including the likelihood that the proposed project will result in systemic change or improvement;
(4) The extent to which the proposed project is likely to build capacity at the unit level to serve as a national model to improve educator preparation practice(s).

Strong proposals will have clearly grounded the actions/activities/ goals to be taken/achieved in the Transformation Initiative to the current literacy, such that the readers understand why this is an important initiative to the field of education.

II. Quality of the Project Design

The proposal should consist of a comprehensive plan and/or methodology including a description of:

(1) The potential of the proposed project to provide a model for other units to replicate or adopt the model, practices, or initiatives outlined in the proposal;
(2) The extent to which the project activities are of sufficient quality, intensity, and duration to lead to improvements in meeting the needs, addressing the issues, solving the problems, and accomplishing the priorities; and
(3) The extent to which the proposed project involves the collaboration of appropriate key stakeholders.

Strong proposals will have described a project design that is clearly linked to the literature review as well as the goals and objectives of the project, including desired outcomes and indicators of success with a timeline for implementation of identified project goals/actions/activities.

III. Quality of the Research Design

Units should address the quality of the research design to be conducted by the project. The proposal should address:

(1) The extent to which the research methods will produce quantitative and/or qualitative data that meets the standards in the field;
(2) The extent to which the research methods will provide performance feedback and permit formative assessments of progress toward achieving intended goals and objectives;
(3) The extent to which the research methods will address generalizability and limitations of the project;
(4) Contains valid and reliable research methodology including instrumentation, data collection, analysis, and reports.

Strong proposals will have included a complete description of how the project will be evaluated and the research questions will be addressed, including methodology, instrumentation, analysis, timeline and responsible parties. Participants are clearly identified and described. The process for IRB approval is outlined.

IV. Institutional Capacity to Conduct the Initiative

The NCATE considers the capacity of the unit to conduct the transformation initiative including the capacity of the personnel who will implement the project. The proposal should address:

(1) The extent and adequacy of support from the unit's faculty, staff, and other constituents;
(2) The capacity of the unit to achieve the goals and objectives of the proposed project on time and within the allocated resources;
(3) The capacity of the unit's faculty and personnel to conduct the research, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
(4) The adequacy of support, including facilities, equipment, supplies, and other resources from all partners;
(5) When appropriate, the extent to which the costs are reasonable in relation to the goals and objectives, design, and significance of the project.
(6) The adequacy of the plan to involve key external partners/ stakeholders;

Strong proposals will provide evidence of wide-spread unit support and internal capacity, including a realistic timeline with clearly defined outcomes and areas of responsibility for faculty and personnel. The roles of external partners in project management are included.