



BOARD OF EXAMINERS UPDATE

FALL 2011

The BOARD OF EXAMINERS UPDATE is designed to share the actions of the Unit Accreditation Board and refinements of NCATE's review process. It is disseminated at the start of on-site visits in the fall and spring. Issues and changes reported here should be reviewed by team members during their first team meeting.

Contents

MESSAGE FROM THE SENIOR VICE PRESIDENT	3
CAEP UPDATE	3
Q and A on CAEP	3
REDESIGN UPDATE	5
Status of the Pilot Phase	5
Transformation Initiatives Update.....	7
Building Capacity to Conduct Offsite Reviews.....	9
Thanks to BOE Members for Piloting the new Accreditation System	10
UAB UPDATE	10
Please Don't Leave the UAB Guessing	10
BOE TEAMS UPDATE	10
Accreditation Center for Excellence (ACE) Launched	10
BOE Training Program Redesigned	10
BOE Training Resumes in 2011	12
BOE Advisory Panel in Action.....	12
Professional Development Opportunities	13
BOE REPORT UPDATE	13
BOE Report Completion Timelines	13
What is NCATE looking for in an Offsite Report?	13
STAFF UPDATE	14

MESSAGE FROM THE SENIOR VICE PRESIDENT

Deb Eldridge

As a former dean, NCATE coordinator, NCATE Steering Committee member, SPA reviewer, and faculty member, I come to the office of the senior vice presidency with varied perspectives on accreditation. My scarlet “N” for NCATE has pride of place in my office, a gift from a faculty member when as NCATE coordinator people ducked into elevators and broom closets to avoid me. My new position at NCATE has afforded me a new vantage point. I just completed the BOE training in South Carolina as a trainee. It was a sobering, exhausting, challenging, and rewarding experience—some of you are my fellow trainees, I’m sure.

I was impressed by a number of things, two of which I want to mention specifically:

- 1) The level of commitment to excellence of the host institution (the University South Carolina) by ensuring that the training experience simulated a real visit as closely as possible. There were 72 people present at a tightly scheduled series of interviews on a hot summer (and thunder-stormy) day in the middle of July. THAT, truly, is a collective commitment to excellence and raising the bar!
- 2) The dedication of the BOE members who served as mentors to the trainees and devoted hours of their time to nurturing, lecturing, advising, challenging, and pushing the trainees (myself included). It is now drilled into many of us to “take notes and use them,” to ask ourselves “what do the standards say,” to “reference the evidence sources,” and to think about “will what I write and cite be of service to the institution?”

At this time in our history, teacher preparation institutions and accreditors are frequently targets of criticism, if not outright hostility. Having been a dean I am not naïve enough to think that we don’t have plenty of room for improvement, but I think that the message to BOE members is two-fold: (1) our work is more critical now than ever before, and (2) we have to aspire to the level of excellence and raising the bar that we are demanding of the institutions we evaluate and visit. The role of BOE members (that new vantage point for me) is to ensure that off and onsite reports are consistent, fair, reliable, and valid so that the UAB is supported in making appropriate accreditation decisions. And, as Jim Cibulka has pointed out in his president’s reports since 2009, we need to “raise the bar” so that accreditation is an honor bestowed for work well done in preparing future educators for the hundreds of children and youth that await them.

I hope over the weeks and months ahead to have an opportunity to get to know you in person. Please feel free to email, call, or stop me in the hallways of the fall conference or the regional events to come. In addition, I will be learning the ropes by sitting in on some of the onsite visits as well as staffing some of the offsite reviews. In all instances, I look forward to your feedback, insights, and unique vantage points to inform the work that I will be doing. I am sincerely looking forward to working with all of you!

CAEP UPDATE

Q and A on CAEP

Jim Cibulka and Mark LaCelle-Petersen

We recognize that many of our member institutions and affiliated organizations have an interest in the progress we are making to unify NCATE and TEAC into our new accrediting body, the Council for

Accreditation of Educator Preparation (CAEP). Below we endeavor to provide an update in the form of questions and answers.

1. What is the proposed date for the transfer of accreditation functions of NCATE and TEAC to CAEP?
 - January 1, 2013
2. When will the new CAEP standards apply to accreditation visits?
 - The CAEP Commission on Standards and Performance Reporting will develop the new CAEP standards in 2012. During this period, drafts of standards will be shared with institutions and other stakeholders for comment. The new standards should be completed by 2013.
 - Institutions will not be required to use the new CAEP standards for at least two years after they are adopted by the CAEP Board. At the earliest, institutions would be required to apply the new CAEP standards for visits scheduled for spring 2015, but the transition period may be longer.
 - Between the adoption of new standards by the CAEP Board and their required application, institutions may opt to use the new CAEP standards or continue to use the TEAC quality principles or the NCATE standards.
 - Specific timelines for the implementation of the new CAEP standards should be available early in 2012.
3. How will the transition to CAEP affect institutions that have accreditation visits in 2012?
 - All institutions with visits in 2012 will continue to follow the current NCATE and TEAC procedures. The current TEAC quality principles and NCATE standards will be used to conduct the accreditation reviews.
4. How should an institution plan for an accreditation visit in 2013 and 2014?
 - Institutions that are currently in the NCATE system will automatically be transferred to the CAEP option for continuous improvement or transformation initiative during 2012. All TEAC institutions will automatically be transferred to the CAEP option for the inquiry brief.
 - Institutions should continue to plan for a TEAC or NCATE visit following the procedures for the selected option. The current procedures for planning and conducting an onsite visit will apply during the early years of CAEP.
 - In the future institutions will be able to change their accreditation option by notifying CAEP of the change.
5. How will the transition to CAEP impact NCATE's Board of Examiners or TEAC's Auditors?
 - The TEAC Auditors will conduct the onsite visits for the inquiry brief option, at least for the first few years after CAEP is established.
 - Members of NCATE's Board of Examiners (BOE) will conduct the offsite and onsite visits for the continuous improvement and transformation initiative options, at least for the first few years after CAEP is established.
 - As CAEP matures, BOE members and Auditors will have opportunities to participate in web-based training modules, webinars, and other training sessions.
6. How will program review processes change under CAEP?
 - A new option will be available for states to select, in addition to the current SPA-sponsored national recognition process and state processes.
 - States will decide which program review options are available to institutions, and these options will be available to all accredited institutions within that state.

7. What will state partnerships look like under CAEP?
 - CAEP will enter into new partnership agreements with each state.
 - Until these new partnership agreements are completed, existing partnerships will remain in place.
 - CAEP will ask states to consult with institutions for feedback as these partnership agreements are negotiated.

8. What will be the role of specialty professional associations in CAEP?
 - They will continue to be member organizations.
 - They will be part of CAEP's governance structure.
 - They will continue to conduct national program reviews.
 - They will continue to be included in accreditation visits.

9. What will be the role for policymakers, practitioners, and teacher educators in CAEP?
 - They will be part of CAEP's governance structure.
 - They will continue to play an important role in accreditation visits.
 - Where organizations have represented these stakeholders in NCATE governance, they will continue to play a role in CAEP governance.

Institutions will be provided updated information about the transition to CAEP on a continuing basis through email communications, sessions at annual and regional meetings, and the websites of CAEP (caepsite.org), TEAC (teac.org), and NCATE (ncate.org).

REDESIGN UPDATE

Status of the Pilot Phase

With the introduction of the NCATE Redesign and the two accreditation options of Continuous Improvement (CI) and Transformation Initiative (TI) in 2009, NCATE has been engaged in a series of activities aiming to facilitate pilot visits scheduled through spring 2012 and full implementation in fall 2012. Table 1 and 2 summarize the types and numbers of accreditation visits scheduled from spring 2011 through spring 2012. Table 3 summaries Unit Accreditation Board (UAB) actions for visits conducted in spring and fall 2010. In fall 2011, 35 of the 57 units seeking accreditation are piloting the CI accreditation option and two are piloting the TI option for their visit. Changes listed below will impact these visits.

NCATE, in collaboration with representatives from pilot institutions and BOE members who conducted the visits, has been collecting information through both formal and informal means on the processes and effectiveness of the new options. Data collected from feedback on Offsite Review and Evaluation of the Onsite Visit have been and will continue to be used to ensure and enhance rigor and quality of the new accreditation options. As a follow up to the study on institutional perceptions of NCATE conducted by NCATE in 2008, staff at NCATE is planning another study on progress and effectiveness of the accreditation system.

Changes Impacting Current and Upcoming Visits

1. Accreditation Timeline

- **Institutional Report (IR) and Exhibits.** The due date for Institutional Report (IR) and Exhibits has been changed from 12-month to 6-month prior to the scheduled onsite visits. This change will

impact units with visits scheduled from **fall 2011 through spring 2013**. The Unit Accreditation Board (UAB) will review timeline for units with visits in fall 2013 and beyond at its October 2011 meeting. NCATE staff will report the outcome to units once a decision has been made.

- **Offsite Review.** In accordance with the change of IR and Exhibits due date, offsite review will be scheduled approximately 4-5 months prior to the onsite visit. Updated timeline is available by semester on NCATE website at <http://www.ncate.org/Accreditation/ContinuousImprovementOption/tabid/648/Default.aspx>.
- **Intent to Seek Accreditation and Preconditions Review.** For unit seeking accreditation for the first time, the due date for intent to seek accreditation has been adjusted to 24-month prior to the scheduled onsite visit. The submission of Preconditions for candidacy review and program reports for national recognition through Specialized Professional Associations (SPAs) have also been adjusted to 18-month prior to the scheduled onsite visit.
- **Onsite Visit.** Onsite visit for unit seeking continuing accreditation is conducted from Sunday through Tuesday. For unit seeking first accreditation, the length of the CI onsite visit has been updated from Sunday through Wednesday. The length of the visit can be modified following the pre-visit if circumstances suggest that a change is warranted. Contact NCATE staff for questions and support.
- **Year-Round Operation.** With the changes in reporting timeline and the new requirements for CI and TI options, accreditation reviews/visits are being conducted year-round. BOE members can expect to receive invitations for onsite visits during typical academic semesters, and invitations for offsite reviews throughout the year, including summer and winter breaks.

2. Updated Reporting Requirements

- **Institutional Report.** Based on feedback and lessons learned from three semesters of pilot testing, updated Institutional Report (IR) template and exhibit list were released in March 2011. Key aspects of the new reporting requirements include summaries of (a) activities and data on impact of candidate performance, program quality and P-12 student learning, (b) commitment and timelines for attaining and/or sustaining target level performance on selected standards, (c) commitment and timelines for endeavors leading to continuous improvement of the remaining standards. The update IR and Exhibits should be used by all units with onsite visits scheduled for **fall 2012 and beyond** (<http://www.ncate.org/LinkClick.aspx?fileticket=QwpldWj1FGE%3d&tabid=648>).
- **Exhibits.** Unit should follow the structure and items listed in the update Exhibit list (<http://www.ncate.org/LinkClick.aspx?fileticket=k6CJwcj6b3k%3d&tabid=648>). Exhibits supporting the IR should be provided with direct URL links to each of the exhibits under the last prompt of the standards sections OR made available through the unit's electronic exhibit room. It is critical that the exhibits are made available at the time of IR submission and prior to the Offsite Review for use by the offsite BOE team.
- **Data Expectations.** Data reported in the IR should be for the **most recent 12-month period**. When the BOE team conducts the onsite visit, it should find evidence that the institution has **three years of data** for continuing accreditation and **two years of data** for first accreditation.

3. Examples of Areas for Improvement

To help ensure greater consistency and fidelity of accreditation review conducted by the BOE and UAB, NCATE staff has updated and released the updated Examples of Areas for Improvement (<http://www.ncate.org/LinkClick.aspx?fileticket=%2bi0ncGjU3gQ%3d&tabid=93>) earlier this year. The sample citations of AFIs have been reviewed to align closely with standards and rubrics. BOE and UAB members are strongly encouraged to review and adapt the samples as appropriate in the context of the unit under review.

Table 1: Summary by Types of Accreditation Visit

Spring 2011			Fall 2011			Spring 2012		
Pilot Visits	Regular Visits	Other Visits	Pilot Visits	Regular Visits	Other Visits	Pilot Visits	Regular Visits	Other Visits
33	30	9	37	17	3	35	27	5
29 CI	25 Continuing	7 Focused	35 CI	13 Continuing	1 Focused	29 CI	18 Continuing	3 Focused
1 TI	5 First	1 Doc.	2 TI	4 First	2 Doc.	2 TI	9 First	2 Doc.
3 First CI		1 Dev.				4 First CI		
72 Total Units			57 Total Units			67 Total Units (Anticipated)		

CI = Continuous Improvement Option
Continuing = Continuing Accreditation
Doc. = Documentation for UAB Review

TI = Transformation Initiative Option
First = First Accreditation

Focused = Focused Visit
Dev. = Developmental Visit

Table 2: Summary by Number of Reviews and Reports

	Spring 2011		Fall 2011		Spring 2012	
	Visits	Reports	Visits	Reports	Visits	Reports
Offsite Review	33	33	37	37	35	35
Onsite Visit	71	70	55	55	65	65
	110 Visits/Reports		92 Visits/Reports		100 Total Visits/Reports (Anticipated)	

Table 3: Summary of Unit Accreditation Board (UAB) Actions

Decision	Spring 2010 Visits		Fall 2010 Visits	
	Number	Percent	Number	Percent
Total Seeking First Accreditation	12		7.5	
First Accreditation	11	92%	5.5	73%
Accreditation Decision Deferred	1	8%	0	0%
Accredited Denied	0	0%	2	27%
Total Seeking Continuing Accreditation	36		42.5	
Accreditation Continued	33	91%	36.5	86%
Accreditation w/ Shorter Cycle	3	9%	5	12%
Accreditation Decision Deferred	0	0	1	2%

Transformation Initiatives Update

Since the announcement of the TI pathway, NCATE has 27 institutions at some stage of the Transformation Initiative process. Four TI projects were approved to proceed by the UAB in October 2010, including:

1. Two collaborative proposals were approved (Tennessee and Missouri) and include nine institutions. One of the state-wide pilot institutions (Tennessee Technological University) was visited in spring 2011 and one of the institutions in the Missouri Alliance (Missouri State University) will be visited in fall 2011.

2. Two independent proposals were also approved (University of San Diego and Florida State University) and are scheduled for fall 2011 or spring 2012 visits.

The four approved initiatives focus on:

1. Ready2Teach under the Tennessee Board of Regents includes six regional institutions. The senior year is spent in clinical work in schools. Course work is problem-based.
2. The Missouri Alliance includes Missouri State University, Drury University, Evangel University, & the Springfield Public Schools. Cohort of students teachers spend senior year in Title I schools.
3. The University of San Diego is testing approaches to student teaching. Research questions include (1) What is the appropriate sequence of developmental field experiences for teacher candidates (i.e., pre-practica observation(s), practica, and full-time student teaching)? How can we best support each of these as a learning opportunity for teacher candidates? (2) How does aligning assessment throughout the program with PACT competencies affect candidate preparation? (3) What is the optimum number of and length of student teaching placements? (4) What are optimum placement options in schools and/or classrooms for teacher candidates?
4. Florida State University is creating five case studies of the impact of program development to use data to inform instructional decisions and studying the implementation of a system that uses data to evaluate professional development of cooperating teachers and university supervisors.

Six institutions have submitted proposals and are awaiting feedback and approval by the Committee on Transformation Initiatives. These institutions are:

1. University of Oklahoma
2. University of Cincinnati
3. Winona State University
4. University of Colorado at Boulder
5. University of Colorado at Denver
6. California State University at Monterey Bay

Seven institutions approached NCATE about a TI project and are in follow-up by NCATE staff. These institutions are:

1. John Carroll University
2. University of South Dakota
3. Teachers College, Columbia University
4. The Ohio State University
5. University of Alabama at Birmingham
6. George Washington University
7. University of Arkansas at Little Rock

Three additional institutions recently indicated interest in pursuing a TI and are engaged in preliminary conversations with NCATE staff. These institutions are:

1. Eastern Carolina University
2. Texas Tech
3. Boise State University

Members of the Transformation Initiative Committee, invited by President Jim Cibulka in September, and who have accepted the challenge are:

- Thomas DeFranco, Dean, University of Connecticut
- James Kohlmoos, President of The Knowledge Alliance

- Randy Hitz, Dean, Portland State University and member of the UAB
- Barnett Berry, CEO, Center for Teaching Quality and former UAB member
- Etta Hollins, faculty at the University of Missouri Kansas City and active AERA member
- Ann Nutter Coffman, Teacher and NEA staff member

The charges of the committee are seven-fold:

1. Formulate appropriate policies and procedures for presentation to the President that develop transformation initiatives.
2. Review TI proposals and provide substantive feedback for their development to institutions.
3. Make recommendations to the President regarding approvals of TI proposals.
4. Make recommendations to the President regarding procedural modifications or refinements to support accreditation of and partnerships related to transformative initiatives.
5. Serve as an advisory group to the CAEP President regarding policies, procedures, and priorities related to the implementation and accreditation of transformative initiatives.
6. Review and provide feedback on status reports to the President as TI developments warrant.
7. Review findings of completed Transformation Initiatives and determine if and how they should be disseminated to the profession through CAEP.

Documents related to the TI pathway were in revision throughout summer and fall 2011. There is internal agreement among NCATE staff on the following:

- that the CI and TI options should be similar in process and rigor,
- that TI needs much more definition and structure,
- there is a need for alignment of the TI Institutional Report template and BOE forms for reporting (off and onsite reviews), and
- the onsite visit needs further articulation to support the BOE members and their recommendations.

Refinements of process and content of TI will be discussed at the October 2011 UAB meeting and recommendations will be made to the Executive Board.

Building Capacity to Conduct Offsite Reviews

In addition to training new BOE members to conduct the offsite and onsite reviews, NCATE is training new staff and “affiliated editors” to assist with the offsite reviews and onsite reports. Affiliated editors are not full time staff members, but all have a strong background in the NCATE standards and procedures. The affiliated editors and staff participated in a two-day training session in June and have been observing offsite meetings. They will be mentored by an experienced staff member for one or two meetings before being assigned to work with a team.

Chairs will be informed of who is assigned to the review and should be in contact with that individual about logistics for the meeting and report. The staff member or affiliated editor will be responsible for compiling the Staff Draft of the report and posting it in AIMS. During the meeting they will assist the chair and team members edit the report and advise on NCATE policies. After the meeting, they provide feedback on the report to the team, and post the final report in AIMS.

Their role is to be a “critical friend.” Although they assist with the report, they are not members of the team and do not to write, or rewrite, any sections of the report. Team members are still responsible for producing quality reports and team chairs are still responsible for leading the teams’ work.

Thanks to BOE Members for Piloting the new Accreditation System

NCATE staff would like to thank all of the BOE members who participated in the piloting of the Continuous Improvement (CI) and Transformation Initiatives (TI) options. The work on these visits and the feedback provided continues to inform the refinement of the CI and TI accreditation models. NCATE endeavors to incorporate the feedback and produce a more streamlined and effective process as it moves into the implementation phase in fall 2012.

UAB UPDATE

Please Don't Leave the UAB Guessing

Of the 69 units that hosted onsite visits in spring 2011, 45 (65%) submitted a rejoinder. There were 24 chair responses to these rejoinders, or a 53% response rate. That leaves the Unit Accreditation Board (UAB) with questions about nearly half of the units that saw a need to submit a rejoinder. Did the team agree with the rejoinder or do they stand by what is in the report?

In order to give the UAB a full picture of the educational unit under review, the board strongly encourages BOE team chairs to respond when the unit makes the effort to write a rejoinder. Units cannot introduce new evidence in a rejoinder, but can highlight evidence that they want to be reconsidered. The response does not have to be lengthy, but should note whether the evidence was available onsite, and if it was, how its reconsideration influences the teams' findings. Without the response the board is left to wonder about the team's opinion of what is in the rejoinder.

BOE TEAMS UPDATE

Accreditation Center for Excellence (ACE) Launched

In support of the redesigned BOE Training Program, Yi Huang, Vice President for Accreditation, has been working diligently with Unit Accreditation and Technology teams at NCATE on the design, development and implementation of the Accreditation Center for Excellence (ACE) – a dynamic web-based learning management system in a media-rich environment. ACE is designed with the following principles:

- **Coherent learning management system** with programs that support learning and monitor performance of both candidates and members of our Board of Examiners
- **Seamless integration** with current information management system and business processes
- **Strategic mirroring of the new accreditation options, policies, and processes** of Continuous Improvement and Transformation Initiatives
- **Maximizing impact through hybrid learning** with a combination of asynchronous online learning modules, synchronous webinars, onsite in-person simulation, and online reporting
- **Future expansion** to include (a) NCATE program review training and education services, and (b) orientation and services for current BOEs, and (c) orientation and services for state and institutional representatives

ACE (www.ncate.org/ace) was launched in June 2011 and is accessible for the two new cohorts of BOE nominees trained in 2011. ACE 2.0 is being planned with the hope that it will become available for all current BOE members in 2012.

BOE Training Program Redesigned

With the overarching goals of increasing the rigor of BOE training, enhancing the quality of BOE work, and ensuring the integrity and fidelity of unit accreditation, the BOE training program was redesigned and launched in June 2011. The program includes: (1) a sequence of asynchronous online learning

modules delivered through NCATE’s new Accreditation Center for Excellence (ACE), and (2) an in-person onsite simulated training at a college or university with a follow up reporting requirement through NCATE’s Accreditation Information Management System (AIMS).

The online ACE modules provide participants with a rich collection of information and learning tasks on the accreditation processes and the standards' expectations (Figures 1 and 2). The onsite training provides participants with the opportunity to conduct a simulated accreditation visit. Activities online and onsite are guided by experienced BOE mentors and include a review of documents, interviews with members of the education community, team collaboration and deliberation on findings, and the completion of the BOE Report. The estimated time for completing the online modules will be approximately two and a half to three days, and the onsite training will be two and a half days. Nominees for the Board of Examiners are required to successfully complete this intensive training program to be eligible to serve on BOE teams.

Figure 1: ACE Training

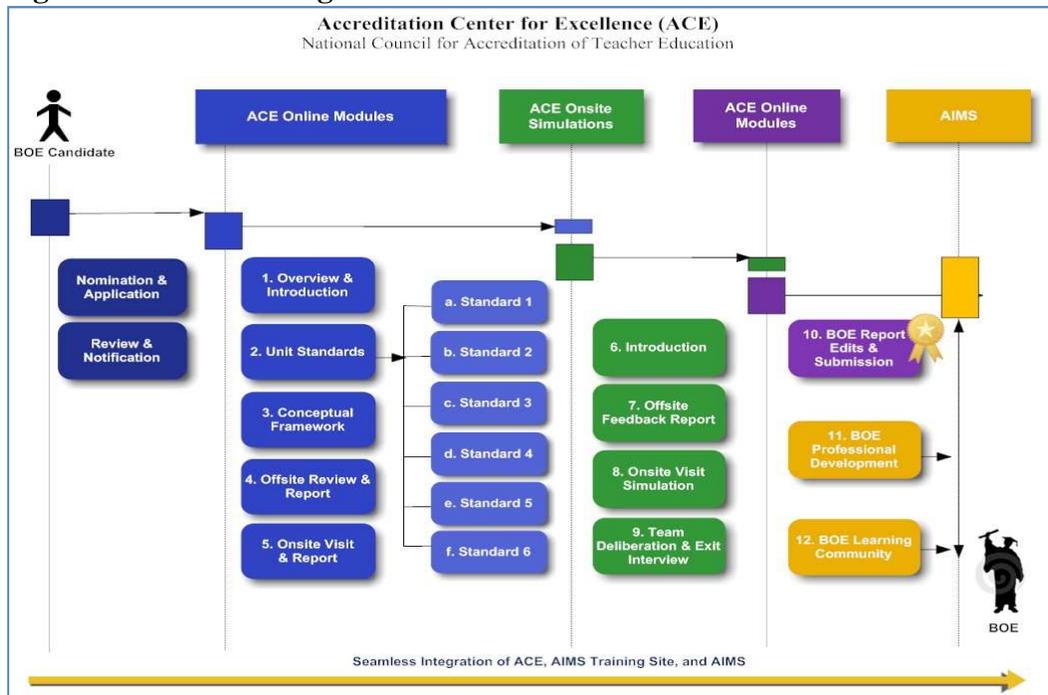


Figure 2: Introduction to Standard 2

The screenshot displays the Accreditation Center for Excellence website. The header features the organization's name and a welcome message for Dr. Yi Huang. A navigation menu includes MyACE, Overview, Conceptual Framework, Standards, Offsite Review, and Onsite Visit. The main content area is titled 'Standard 2' and includes a sidebar with a table of contents for lessons and tasks. The main text provides 'Module Goals', 'Estimated Completion Time' (1-2 hours), and 'Module Organization' with a list of lessons and tasks. At the bottom, there are five buttons for 'Staff Assistance', 'Glossary', 'Reference Material', 'Tips & Advice', and 'Guest Speakers', each with a corresponding image. The NCATE logo and copyright information are visible at the bottom of the page.

BOE Training Resumes in 2011

With the historically high numbers of units seeking first or continuing accreditation and the demands of the new accreditation options of CI and TI, NCATE resumed BOE recruitment and training with two BOE training sessions in 2011. The first BOE training session included a total of 59 BOE nominees and four new NCATE staff. The onsite simulation was hosted by the University of South Carolina flagship campus in Columbia in July 2011. We thank former Dean Les Sternberg, Associate Dean Irma Van Scoy, and Assistant Dean Renee Connolly for sharing their innovative approaches and promising practices toward educational excellence. The second BOE training session is planned for November 2011 and will include approximately 65 BOE nominees and two new NCATE staff. The onsite simulation will be hosted by the Ball State University with the generous support from Dean John Jacobson and his leadership team.

We are very pleased with the progress of BOE training thus far. Please help us welcome the newest members to our BOE Community.

BOE Advisory Panel in Action

The BOE Advisory Panel was established in early 2011 to help guide BOE initiatives and evaluate progress. The panel members brought with them extensive experiences from chairing accreditation visits to leading school-unit partnership and institutional accreditation endeavors. The current members are:

- Dr. Kim Boyd, Oral Roberts University
- Dr. Leah Engelhardt, Oklahoma State University (Emeritus Professor)
- Dr. Pam Fly, Northeastern State University
- Dr. Charles Love, University of South Carolina Upstate

- Dr. Martha Ross, James Madison University
- Dr. Yuhang Rong, University of Connecticut
- Dr. Rosetta Sandidge, The University of Kentucky
- Dr. Janet Stramel, Fort Hays State University

Panel members have been actively engaged in a collection of targeted activities in 2011, ranging from pilot testing and refinement of the new accreditation options, production of videos and reviewing of contents for ACE, re-designing and implementing the new BOE training program, and designing and developing new BOE mentor programs. We sincerely appreciate the leadership provided and contributions made by the BOE Advisory Panel members as we move forward in assuring quality and build capacity for our BOE community.

Professional Development Opportunities

A series of BOE webinars are planned for fall 2011 to provide professional development opportunities for both new and experienced BOE members. All BOE members are encouraged to attend at least one webinar to remain update on the new accreditation system as we complete the pilot phase. Details on topics, dates, and registration will be emailed in October.

BOE REPORT UPDATE

BOE Report Completion Timelines

Timelines for completing both the Offsite and Onsite BOE reports are available on the NCATE website: (<http://www.ncate.org/LinkClick.aspx?fileticket=zxTpUF97%2f1g%3d&tabid=93>) and in the Resources section of AIMS.

Offsite teams are asked to have drafts of their assigned standard(s) posted in AIMS at least two days prior to the onsite meeting. The final Offsite Report is be completed within two weeks of the offsite meeting. The schedule for onsite report has not changed. The deadline for the final Onsite BOE Report is within 52 days of the end of the onsite visit.

What is NCATE looking for in an Offsite Report?

During their June training staff and affiliated editors developed a list of what to look for when editing an offsite report. Team members should follow these guidelines when writing to a standard.

Statement about the evidence

The statement of evidence is a clear, professional narrative written using correct sentence structure, spelling, and grammar. All elements are addressed, but subheadings for each are not necessary. The narrative is concise and does not contradict findings in other sections of the report. The statement of evidence is not a critique of the Institutional Report or the writer's notes. Instead it is a summary of the evidence provided, or not provided, by the unit and a preliminary statement of how the unit is meeting the standard.

Progress toward meeting the target level on this standard

This section must be completed for the standard(s) the unit selected as their target standard(s). If the team agrees that the unit is performing at or moving toward target, a narrative summarizing activities and outcomes of unit's performance should be provided. If the team does not think that the unit is moving toward target an explanation is be given. Areas of concern related to the explanation should be cited.

For standards not selected by the unit, simply enter “Not applicable to this standard.” If the team found evidence that the unit is performing near the target level on a standard the unit did not select, BOE team can note such performance under this section.

Feedback on correcting previous areas for improvement (AFIs)

When the report template is generated, the final areas for improvement (AFIs) from the previous Accreditation Action Report prepared by the Unit Accreditation Board (UAB) will be populated into both the AFIs Corrected box and the AFIs Continued box.

Prior to the offsite meeting the writer determines if the evidence provided is sufficient to correct an AFI or if it should be continued. If the writer would like to discuss findings with the full team before making the decision to correct or continue, the AFI can be left in both boxes. However, the decision must be made during the offsite visit. All corrected and continued AFIs must have rationales. These rationales should be written prior to and refined during the offsite review meeting.

Areas of concern related to continuing to meet the standard

An area of concern (AOC) is written when the unit has not provided sufficient evidence on an aspect of a standard and the unit is in jeopardy of not meeting the standard if sufficient evidence is not provided. AOCs address problems that would lead an onsite team to cite areas for improvement. The idea is to let the unit know that if the lack of or quality of evidence is not addressed by the time of the onsite visit, the concern will be cited as an area for improvement. It is to the unit’s benefit that AOCs be cited when there are serious concerns as it encourages the unit to make needed improvements before the onsite visit.

An AOC is written just like an AFI, one or two sentences describing the condition of the unit, for example: “Candidates in the unit do not have an understanding of the content they plan to teach.” Just like an AFI, it must have rationale statements supporting the claim and based on the standard. A possible rationale for the AOC above is “The pass rate on state licensure exams is 75 percent and the average GPA in content courses is 2.0 which below the unit’s requirement of 3.0.”

Evidence for the Onsite BOE Team to validate during the onsite visit

The list of evidence clearly states what the team would like to validate onsite through further documentation and interviews. The evidence requested is directly related to the standard. These statements may be followed by clarifying questions. If there are AOCs or continued AFIs, the team requests evidence that would allow the unit to correct the AFIs or AOCs. In general the list will have three to eight items. If the Institutional Report and exhibits lack sufficient evidence for the offsite team to make a preliminary judgment about a standard, the list will likely be longer.

STAFF UPDATE

Dana Leon-Guerrero. Accreditation Associate. Prior to joining NCATE in May, Dana was working in New York City as the Project Coordinator for the start-up organization, Sexualization Protest: Action, Resistance, Knowledge (SPARK). She served as a key member of the leadership team and coordinated over 500 participants for the inaugural SPARK Summit. Dana managed national outreach efforts to build the online presence and foster partnerships with local youth-serving organizations. As an intern with the Girl Scouts of the USA she authored and designed the nationally distributed publication, “Go Ask a Girl:

A Decade of Findings from the Girl Scout Research Institute,” to make current research accessible to a broader audience. Dana taught second grade at Diamond Creek Elementary School in Roseville, California and holds a Multiple Subject Clear California Credential with a concentration in Multicultural Education. She has a Bachelor of Arts in Diversified Liberal Arts from the University of San Diego and a Master of Arts in Sociology and Education from Teachers College, Columbia University. Dana works with Yi Huang. Her email address is dana@ncate.org.

Pamela Ehrenberg. Former NCATE Accreditation Associate and BOE and Program report editor. Pam started as Accreditation Manager with the National Association for the Education of Young Children (NAEYC) in early September 2011. Although we will miss being able to call on her for help with the reports and so much more, we are delighted that her new position will involve continuing to work closely with NCATE's program review staff.

New NCATE Telework Policy

NCATE instituted a telework policy beginning in July 2011. This policy allows staff who have been employed by NCATE for at least one year to work from home for up to two days a week. Teleworkers can still be reached by phone and email like how one would contact any of our NCATE staff. Those of you familiar with Washington area traffic can appreciate that the new policy will make for a happier and less frazzled staff.