



Summary of Board Actions NCATE Fall All-Boards Meeting

October 19-23, 2009

Executive Board

Jim Cibulka and Marsha Levine discussed the formation of an NCATE Blue Ribbon Panel on Clinical Preparation, Partnerships, and Improved P-12 Student Learning. This Panel is designed to address both the substantive questions and the systemic challenges of transforming the preparation of teachers and other educators through intensive and varied clinical experiences supported by partnerships focused on P-12 learning. Cibulka announced that the K-12 commissioner in Colorado, Dwight Jones, will co-chair the BRP with SUNY Chancellor Nancy Zimpher, and that a public announcement would be forthcoming in January 2010.

Regarding NCATE/TEAC unification discussions, Jim Cibulka and Frank Murray explained that the design team is committed to a unification, based on the previous resolution of the two organizations' boards. The new organization, CAPE, the Council of Accreditation for Programs in Education, (as of 5-10 CAEP: Council for Accreditation of Educator Preparation) will offer institutions a choice of process. It will be created to serve as an umbrella for the two organizations-- NCATE and TEAC. The two organizations plan to craft common set of principles, etc. There is a conscious deliberate effort to work together on the goals

Unit Accreditation Board

ACCREDITATION DECISIONS

Forty-seven institutions were reviewed by the Unit Accreditation Board (UAB) at its meeting on October 20-23, 2009. Six institutions were seeking accreditation for the first time. Forty were seeking continuing accreditation; 10 of those had a focused visit, and two had submitted documentation to remove a condition. The following accreditation decisions were made.

First Accreditation

Accredited	4.5	75%
Provisional Accreditation	1.5	25%

Denial of Accreditation	<u>0</u>	0%
Total Seeking First Accreditation	6.0	

Continuing Accreditation

Accreditation Continued	22.5	58%
Conditions/Provisions Removed	11.0	28%
Accredited with Conditions	5.5	14%
Accredited with Probation	0	0%
Accreditation Revoked	<u>0</u>	%
Total Seeking Continuing Accreditation	39.0	

Eighty-four percent of the institutions hosting regular first or continuing accreditation visits were accredited without a qualification. 100 percent of the institutions seeking to remove a condition or provision were successful. One institution submitted materials for reconsideration of its revocation; the revocation decision was not changed.

OPTIONS FOR ONSITE VISITS

Institutions that continue to seek accreditation under the current system will have the following four options for the conduct of their visits in spring 2010 through spring 2012:

1. The previsit may be conducted electronically by the BOE team chair rather than in person.
2. Poster sessions by institutional representatives are optional.
3. The visit could begin on Sunday rather than Saturday if the institution’s exhibits are available electronically.
4. A focused visit may be conducted virtually.

ACCREDITATION CYCLE EXTENDED FOR NEW INSTITUTIONS

The accreditation cycle for institutions that have been accredited for the first time or hosted a visit to successfully remove probation was changed from five to seven years to match the continuing accreditation cycle. Because some states plan to retain the five year visit cycle for this set of institutions, the state’s cycle will be followed by NCATE for institutions in those states. The NCATE staff will continue to discuss the possible expansion of the visit cycle with those partnership states that continue to require the five year cycle.

ANNUAL REPORT REVISIONS

On Part C of the AACTE/NCATE annual report, the “Substantive Changes” section will be revised as reported below, and the response to previous AFIs will be required, not optional, until the time that the unit has corrected the AFI.

Current Substantive Change Language	Proposed Changes
1. Change in Title II data that indicates the	This item will be eliminated; the data will be

unit no longer meets the required state pass rates on licensure exams.	collected directly from state agencies.
2. Change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency.	This item will be eliminated; the data will be collected directly from state agencies..
3. Change in institutional accreditation status.	This item will be eliminated; the data will be collected directly from regional and other institutional accrediting agencies.
4. The addition or removal of programs.	After AIMS includes all programs offered for the preparation of professional educators, the annual report will include a link in AIMS for updating the information on an annual basis.
5. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.	The annual report will include a link to this information in AIMS for annual updating.
6. Addition or removal of a level of preparation (e.g., a master's degree).	The annual report will include a link to this information in AIMS for annual updating.
7. Change in status of institution (ie., merged, separated, etc.)	The statement will be changed to "Change in control of the institution (e.g., merged, separated, or purchased)."
8. Increased offering for the preparation of education professionals in off-campus sites.	"Offering" will be changed to "offerings" and the item will be combined with programs outside the U.S. (#7). The annual report will include a link to table now in AIMS. A column will be added to the table requesting the number of students enrolled at each off-campus site.
9. Increased offerings for the preparation of education professionals outside the United States.	Collection of data will be combined with #8.
10. Changes in institutional and unit leadership.	This item will be eliminated; the data is collected under Section A of the annual report.
11. Significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year.	This item will be retained.
12. Significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year.	This item will be retained, but changed to read: "Significant change in the number of full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year."
13. Delivery of a program in whole or in significant part by a non-profit or for-profit partner.	This item will be revised to read: "Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner."

14. Change in institutional control or ownership.	This item will be eliminated because it duplicated #7.
15. Significant change as a result of unforeseen conditions such as a natural disaster.	This item will be retained, but rewritten as: "Significant change such as the result of a natural disaster or other unforeseen conditions."
NEW	The following item will be added: "Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year."

ENDORSEMENTS

When endorsements must be included in the NCATE review was clarified by both the SASB and UAB. The guidelines adopted by the SASB were also adopted by the UAB. They will be reported by the SASB Committee chair.

ACCREDITATION DECISION CHANGED

The following current accreditation decisions were eliminated: *accreditation with conditions*, *accreditation with provisions*, and *accreditation with probation*. Instead, the UAB will make the following accreditation decisions for a professional education unit, beginning with decision in April 2010:

- defer decision until the next Unit Accreditation Board
- accreditation for two years with a focused visit
- accreditation for two years with a full visit
- accreditation for five years
- accreditation for seven years

The UAB may continue to (1) deny accreditation for a professional education unit seeking accreditation for the first time or (2) revoke the accreditation of a professional education unit that does not meet standards after its two-year review

GUIDELINES FOR BOE VISITS TO P-12 SCHOOLS TO BE DEVELOPED

The Board of Examiners Committee developed guidelines that will be incorporated into a template for use by BOE members when they visit P-12 schools during an institution's onsite visits. The template should be available to BOE teams for spring 2010 visits.

POLICIES ON MULTIPLE CAMPUSES AND CAMPUSES ACROSS STATE BORDERS

To clarify, consolidate, and revise NCATE's policies on multiple campuses and campuses across state and national borders, NCATE staff will begin collecting data on how other accrediting agencies are accrediting (1) off-campus sites in states other than the home state and (2) distance learning programs in which candidates reside in multiple states. In addition, staff should survey state partners to determine the engagement of their institutions in programs outside of the state and via distance learning. Based on the data collected, staff will draft a new policy that addresses multiple campuses of an institution and online programs delivered across state and/or national borders.

Specialty Areas Studies Board

The following items are now NCATE policy:

1. Change in Data Policy:

For full recognition, programs will be required to submit data that represent two applications of the assessment. That is, the assessment must be given and data collected at least two times. If an assessment is in a class that is offered every semester, then the two applications could be satisfied in one academic year. If the assessment is in a class that is offered once per year, then the two applications would take two academic years. For revised and response to conditions reports, data from one application of the assessment would be required for full recognition.

2. Advanced Teaching Programs:

NCATE will revoke the requirement for programs to submit for review programs for the advanced preparation of teachers in the same discipline in which they were previously trained. This guideline does not apply to programs that prepare other school personnel. Advanced teaching programs will continue to have the option to seek national recognition if they so choose. The SASB will re-visit this issue if a preponderance of the SPAs develop and seek approval for advanced teaching standards.

3. New Review Process for Secondary Initial Licensure/Post-Baccalaureate (IL/PB) Programs:

SASB approved the process for reviewing secondary IL/PB programs (formerly called MAT-like programs) as delineated in the staff proposal provided to the SASB in October 2009. NCATE staff is directed to report on the progress of the implementation at the October 2010 meeting.

4. Low-Enrollment Programs:

In spring 2010 and fall 2010, NCATE will defer review of low-enrollment programs, defined as programs with ≤ 5 completers in the last three years (in total). During this year, NCATE staff will work with states, institutions, and SPAs to develop a new strategy for review of these programs that will provide quality assurance but may not lead to SPA recognition. It is essential

to maintain the integrity of the SPA process to ensure that SPA standards and national recognition decision are consistently applied.

5. Change in Dates for Spring Review Cycle:

The SASB approves the change to the date for spring program report submission from 2/1 to 3/15 and the termination of the 4/15 submission cycle. This change will go into effect beginning with the spring 2010 review cycle.

6. Endorsements:

The SASB approves the following addition to the SASB Policies and Guidelines:

The following policy is intended to help institutions determine which of their programs that could be considered endorsements and/or add-ons (or a similar term used in their state) should be included in the unit review and be submitted for national program review if required to do so by their states. The first set of bullets in the following criteria describe what programs should NOT be submitted. The second set of criteria describe what programs should be submitted. If a unit is still unsure how to apply these criteria they should contact NCATE staff to make a determination.

Programs that do not need to be submitted:

- Endorsements and add on programs that require only a few courses, insufficient content, and/or limited requirements are not included in the NCATE review and will not be listed among the offering of an accredited professional education unit.
- Minors in subject areas are not normally submitted for national program review unless the state agency requires them to be reviewed against national or state program standards.
- Short-term programs offered as professional development for teachers and other educators are not included in the NCATE review and will not be listed among the programs of an accredited professional education unit.

Programs that must be submitted for SPA review (if required to do so by the state) and that are included in the NCATE unit review include the following:

- Endorsement and add-on programs that are similar in content and requirements to other programs within that content area
- Programs that are of sufficient breadth and depth to meet the SPA standards.

All programs will continue to have the option to submit if they so choose.

7. SASB approves the Task Force recommendations for new policy on guidelines for SPA standards as follows:

Following advice of a joint UAB/SASB Task Force in 2007, SASB charged a new Task Force as follows:

The existing SASB guidelines for SPA standards need to be rethought in light of current research, national experience, and constructive feedback. As a result, the SASB Chair will appoint an inclusive Task Force to create a conceptual framework with comprehensive guidelines for the development of SPA program standards.

The Task Force, after two years of work, presented a set of recommendations to the SASB for new criteria for SPA standards. These recommendations were approved unanimously by the SASB. In the future SPA standards will be organized around 4 principles (content knowledge, content pedagogy, learning environments, and professional knowledge and skills). Each set can have no more than 7 standards addressing the principles and no more than 28 elements as a whole. Decisions will be made at the standard level and will be based on the preponderance of evidence.

For more information on any of these items, please contact Margie Crutchfield, Associate Vice President, Program Review, NCATE. (margie@ncate.org; 202 466 7496)

State Partnership Board

The State Partnership Board considered and renewed partnerships with Colorado, Connecticut, and Virginia. In addition, the states of Georgia, Oklahoma, and Washington requested one year delays in their partnership renewals.

The Hawaii Teachers Standards Board voted to require all Hawaii state approved teacher education programs to seek NCATE accreditation.