



BOARD OF EXAMINERS UPDATE

Spring 2008

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.

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STANDARDS UPDATE

The Revised Unit Standards: Here they come!

The revised unit standards will go into effect for all visits beginning in fall 2008. This semester (spring 2008), institutions have been given the choice of being reviewed under the current (2000) or revised (2008) standards. Half of the institutions being visited this spring have chosen to be reviewed using the revised standards. This means that BOE chairs and members require training on the revised standards.

NCATE is providing this training using Elluminate, an interactive software package used to conduct web seminars. Participants can access the web seminars via any high-speed connection, using a computer with a microphone. The web seminars on the revised standards will be held on:

March 12, 2008

May 1, 2008

June 17, 2008

The seminars will be recorded and posted on the NCATE website. One seminar, recorded November 6, 2007, is currently posted at <http://www.ncate.org/public/archivedWebSeminars.asp#IA>.

All BOE members are encouraged to attend one of the seminars or review an archived version. BOE members must register in advance to attend one of the web seminars, which are generally 90 minutes in length. To register, send an email expressing your interest and the date you would like to attend to Monica Siengo at msiengo@ncate.org

UAB UPDATE

Endorsements: What's a team to do?

Whether to include an endorsement in the NCATE

review is a question that has beguiled institutions and BOE members for many years. In fall 2006, the UAB adopted a policy that required the inclusion of endorsements in the NCATE program and unit review processes, if the institution offering the endorsement recommends completers to the state for a license or for the modification of an existing license. The policy was to be implemented in spring 2008. However, at its fall 2007 meeting, the UAB voted to postpone implementation of the policy because of concerns raised about the varied forms that endorsements take in different states and the implications for units of reporting data and other evidence for all endorsements. The policy will be revisited again at the UAB's October board meeting.

Consequently, for visits in fall 2008, if the endorsement is substantially like a program, is similar in length to other programs, and leads to recommendation for licensure or modification of existing licensure, the endorsement should be included in the NCATE review. At a minimum, ESL and computer education programs should be included in the NCATE review because NCATE has national standards for these endorsements. Endorsements that require only a few courses and short-term professional development programs should not be included in the NCATE review. Team chairs should contact an NCATE staff member if unsure as to whether to include an endorsement in the review.

NCATE's Relationship with Other Nationally Recognized Accrediting Bodies

NCATE has a policy to streamline and clarify what is required when a program within the unit is already accredited by another specialized accrediting organization. The Unit Accreditation Board (UAB) will be streamlining this policy further at its April 2008 meeting. The current policy, entitled "Relationship with other Nationally Recognized Accrediting Bodies," can be found at http://www.ncate.org/governance/policies_contents.asp.

The current policy states that NCATE recognizes the following specialized accrediting organizations:

- American Assembly of Collegiate Schools of Business (AACSB)

- American Association of Family and Consumer Sciences (AACCS)
- American Library Association (ALA)
- American Psychological Association (APA)
- American Speech-Language-Hearing Association (ASHA)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Dance (NASD)
- National Association of Schools of Music (NASM), and
- National Association of Schools of Theatre (NAST).

For programs accredited by one of these organizations, NCATE requires, at a minimum, units to present (1) the official notice of accreditation from the other specialized accrediting organization and (2) data demonstrating that candidates in these programs meet professional and state standards as expected in NCATE's Unit Standard 1. The unit head is still expected to manage and/or coordinate these programs as they are still considered part of the unit.

To reduce the reporting load for these accredited programs, NCATE will not require the unit to include these programs in its reporting and evidence gathered for NCATE Unit Standards 2, 3, 4, and 5. These programs should be collecting performance data for their own accrediting agencies, which may be in a different format than used by the education unit. Candidates and faculty members from these nationally accredited programs may be included in BOE interviews during the on-site visit.

Programs in nursing, physical therapy, occupational therapy, and social work are not included in the NCATE review. During the previsit, team chairs should discuss this policy with the unit to ensure that appropriate evidence will be available to the team.

At the request of the UAB, staff will review the policies of the listed accrediting agencies to determine the extent to which these agencies continue to meet expectations for performance data, particularly data related to clinical practice in education. Stay tuned!

TECHNOLOGY UPDATE

BOE Evaluation Redesigned

NCATE has launched a new database that will make it easier to access evaluation forms after a visit. BOE members on teams in spring 2008 will receive an email after their visits with instructions on how to complete the updated evaluation forms.

New Date Availability and Conflict of Interest Forms

NCATE will launch a new team assignment database for fall 2008 visits that should eliminate the connection problems of the past few years. In the next few weeks, NCATE will send an email asking each BOE member to complete the "Date Availability and Conflict of Interest Form" for fall 2008 visits, using the new Accreditation Information Management System (AIMS). The email will include individual user IDs and logins for each BOE member as well as instructions for completing the form. In the past, many BOE members experienced difficulty completing and submitting the form; AIMS will make this process much easier. The new database will be totally web-based. In addition to the evaluation and availability forms, BOE members will have access to the Institutional Report, Program Reports, and Annual Reports for the institution they are visiting. Please complete and submit the "Date Availability and Conflict of Interest Form" by the due date, which will be specified in the email. NCATE's ability to assign members to on-site teams is dependent on our receipt of your information regarding available dates and conflicts of interest. Let's shoot for a 100 percent response rate!

Web Seminar Schedule for Spring 2008

The schedule of web seminars through June 2008 is available on the right-hand side of NCATE's homepage (www.ncate.org) or at <http://www.ncate.org/public/upcomingWebSeminars.asp>. There are two seminars which all members should try to attend. "Streamlining

Process for BOE Members” will be hosted by Donna Gollnick on March 26 and June 10, from 2:00 to 3:30 pm EST. Antoinette Mitchell will host “Revised Standards for Institutions, BOE Members, and States” on March 12, May 1, and June 17, from 2:00 to 3:30 pm EST. BOE members are welcome to register for any seminar on the schedule.

If you are unable to attend, or would like to review past web seminars, archived streaming videos are available at: <http://www.ncate.org/public/archivedWebSeminars.asp>.

BOE VISITS

Streamlining the NCATE Process: An Update

NCATE is pilot testing a streamlined process with half of the institutions hosting continuing or focused visits in spring 2008. Many of those institutions also are using the 2008 standards. Data about the streamlined process will be collected from the pilot institutions, their BOE teams, and state consultants to further refine the process before full implementation of the new system for fall 2008 visits. If you have been assigned to the team for one of the following institutions for spring 2008, you will be testing the new system:

Augustana College
Benedict College
Buffalo State College
Fontbonne University
Harding University
Indiana State University
Iona College
The Johns Hopkins University
Liberty University
Mayville State University
Morgan State University
The Ohio State University
Oregon State University
Queens University of Charlotte
Saint Cloud State University
Salem College

Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania
Southeastern Louisiana University
Southwestern College
State University of New York at New Paltz
State University of New York College at Brockport
Tuskegee University
The University of Alabama
University of Colorado at Colorado Springs
University of Evansville
University of Massachusetts Amherst
The University of Memphis
University of North Dakota
University of Rhode Island
The University of Southern Mississippi
The University of Wyoming
Wittenberg University

Team chairs for the pilot visits have participated in a web seminar on the streamlined process as have some of the team members. During one of your early team meetings, your team chair should provide an orientation of the streamlined process, which uses a new template for writing the BOE report. You can learn more about the process by viewing one of the archived web seminars prior to your visit. The seminars can be accessed on the left-hand side of the home page on NCATE’s website (www.ncate.org). To register for a future web seminar, click on the icon on the right-hand side of the home page.

Characteristics of the Streamlined Process

The Institutional Report. Pilot institutions are trying to write an institutional report (IR) of 50–60 pages that responds to specific prompts—or questions—that can be found in the IR template at <http://ncate.org/documents/streamlining07/IRRevisedStds.doc> for the 2000 standards or <http://ncate.org/documents/streamlining07/IRRevisedStdsncate.doc> for the 2008 standards. Although the goal was a 50-page IR, pilot institutions are reporting that it has been difficult to meet that expectation especially if they did not submit their programs for national review. Because the visits this spring are pilots, institutions have been given flexibility in the page length. Some of the reports will be longer than 50 pages. Those of you on pilot visits will help us determine what the length of the report should be in the future.

Perhaps 50 pages is an unreasonable expectation.

One of the major changes in the IR template is greater dependence on the national review of programs when an institution has submitted its programs for national review. In these cases, team members will be given access to the electronic program reports, national recognition reports, and annual reports of the institution being visited. All team members, no matter their writing assignment, should become familiar with the assessments, scoring guides, and candidate performance data before the visit or early during the visit. Institutions will not repeat in their IRs the data for programs that were nationally reviewed. They should include under Standard 1 in their IRs information about the assessments and data for programs that were not nationally reviewed. These programs would include those for which NCATE does not have program standards such as a master's degree program in curriculum and instruction for licensed teachers.

In states that do not require national program review, teams may be able to rely on the state program review, which is sometimes completed before the visit and sometimes occurs during the visit. If the state approval process requires institutions to submit assessments, scoring guides, and performance data, the team should accept the state review as similar to the national program review process and use the state findings to help determine whether Standard 1 is met. If the state does not require the submission of similar assessment data, the institution will have to report on its assessments and the resulting data in its IR, which could lead to a longer IR. The team chair and state consultant should help team members understand the state requirements.

Exhibits. Pilot institutions have been asked to limit the number of exhibits to those that provide the key evidence needed by teams to make decisions about whether standards are met. It is important that team members do not ask institutions for evidence that is not included on the NCATE list that can be accessed at <http://ncate.org/documents/streamlining07/Exhibits.doc>. BOE members on pilot teams should let NCATE staff know if key exhibits are not on the list or if some exhibits on the list are not necessary. Team members should talk with their chairs if they do not have all of the evidence needed to make a judgment about whether the standard

is met. Follow-up surveys and selected interviews will contribute to the refinement of this list.

The BOE Report. The streamlined process calls for a BOE report about half the length of previous reports. The report continues to include an introduction, summary of the conceptual framework, and responses to each Standard element. The responses for each element of the standards are quite different from the past. First, the team is asked to indicate whether it was able to validate the information in the IR through interviews and exhibits. For each element the team must indicate whether the element has been addressed at the unacceptable, acceptable, or target level. When an element addresses both initial teacher preparation and advanced teacher preparation, the team indicates the level at which both sets of programs are addressed. Then, the team writes a summary of why it believes the standard was met at that level. In the streamlined BOE report, the rationale for an area for improvement should clearly indicate why the team has cited it because the briefer summary of findings may not provide enough background. In other words, the rationale in the streamlined report should provide greater detail than in the previous BOE report.

For each of the six standards, the team is asked to write a paragraph of strengths observed related to the standard. As in the past, the team makes a recommendation for the initial teacher preparation level and the same or a different recommendation for the advanced level, which includes graduate programs for licensed teachers and programs for the preparation of other school professionals. The new BOE Template is available in the BOE Resources section of NCATE's website or at this link, <http://www.ncate.org/documents/boeMaterials/BOE%20Rept-Current%20Stds.doc>. A sample BOE report can be accessed at <http://ncate.org/documents/boeMaterials/Sample%20BOE%20Report.doc>.

The testing of the new BOE template in 17 visits in the fall of 2007 resulted in positive responses from teams. They found the report format easy to follow. In addition, teams reported that they were able to complete their writing assignments at a reasonable time on Tuesday evening.

New Documents for BOE Teams

Full and abbreviated Planning Instruments for the 2008 Standards are now available on NCATE's website under BOE Resources. The full Planning Instrument includes the rubrics for each element of the standards. The abbreviated version does not include the rubrics; instead, it includes a list of the expectations for the acceptable level. Your team chair should let you know which set of standards the institution you are visiting is using, and whether you should use the full or abbreviated version of the planning instrument.

The template for the on-site visit has been revised and updated. The template for a regular visit is available at <http://ncate.org/documents/streamlining07/Visit-TemplateRegularVisit.doc>. The one for a focused visit is at <http://ncate.org/documents/streamlining07/Visit-TemplateFocusedVisit.doc>.

BOE REPORTS

Citing Areas for Improvement

The purpose of citing an area for improvement (AFI) is to clearly express to the unit, and to the Unit Accreditation Board, problems related to a standard that the unit should address. The AFI should describe the current state of the unit. Teams should not tell the unit how to fix the problem. The AFI should state the team's concern clearly so the unit will be able to address the issue in the rejoinder and make necessary corrections to programs and the unit. Words such as "some," "few," and "not all" should be used carefully. For example an AFI that states: "The counseling and arts education programs are not included in the unit assessment system" is more helpful than "Not all programs are included in the unit assessment system." The AFI should be supported in the findings section of the BOE report and not come as a surprise.

Examples of well worded AFIs are located at: <http://www.ncate.org/documents/boeMaterials/AreasforImprovementSamples.pdf>. BOE teams can use these as models for writing AFIs appropriate to the unit under review.

The spring 2003 BOE Update includes a "Top Ten List for Writing Areas for Improvement."

STAFF UPDATE

Mary Anne Kirkland is returning to NCATE as Donna Gollnick's assistant. Mary Anne is managing Donna's web seminars, providing support for the Unit Accreditation Board, and assisting with research projects. She will also be working with the Tech Team in providing tech support for institutions and BOE members as they use the new database, AIMS.

Monica Siengo, Assistant to the Vice President, Unit Accreditation. Monica was most recently with Reading is Fundamental, Inc. where she coordinated project team activities and managed data and databases. In addition she has experience as a hiring manager for a large accounting and management consulting firm. Monica will be working with Antoinette Mitchell on BOE visits and team assignments, as well as preparing materials for the Unit Accreditation Board meetings. Her email address is msiengo@ncate.org.

Sabata Morris, Accreditation Associate, Program Review. Sabata comes to NCATE via one of our member organization, the Council for Exceptional Children (CEC). At NCATE, Sabata is assisting and working with SPAs on the management of the program review process. She is also responsible for the recently established, Board of Program Reviewers (BOPR). Sabata received her B.S. in Special Education from the University of Maryland, College Park. Her email address is sabata@ncate.org.

Hudson Du, Associate, System Development. Hudson previously worked as a consultant for the World Bank and for NCATE. He has also worked as a software engineer for companies in the U.S. and China. Hudson's current responsibilities at NCATE include working with the migration of the NCATE accreditation system to web-based applications; maintaining and supporting the computer infrastructure, servers, and network; and providing tech support for NCATE staff. Hudson holds a M.S. in Computer Science from the University of Northern Virginia and a B.S. in Computer Science from Shanghai Jiao-tong University, China.