# GUIDE FOR COMPLETING NCATE BOE REPORTS

## Overview of the CI Process

One of the key features of the Continuous Improvement (CI) option is the combination of formative and summative processes. *The BOE Offsite Report provides formative feedback from the offsite review meeting. The BOE Onsite Report provides a summative evaluation of the findings from the onsite visit.*

When conducting the offsite review, the offsite team should consider whether clear, convincing, and sufficient evidence are provided. *When preparing the BOE Offsite Report, the team should focus on:*
- Addressing the standards holistically,
- Summarizing evidence and preliminary findings in reference to elements that constitute the standards,
- Articulate questions and concerns for further review and validation, and
- Listing evidence necessary for summative evaluation by the onsite team.

The onsite team is charged with continuing, rather than duplicating, the work of the offsite team. *When conducting the onsite visit and preparing the BOE Onsite Report, the team should focus on:*
- Validating movement toward and/or performance at the target level on selected standard(s),
- Corroborating evidence of continuous improvement on the remaining standards,
- Addressing Areas of Concern and AFIs noted in the Offsite BOE Report, and
- Articulating any additional concerns that arise during the onsite visit and significant improvements/strengths since the previous visit.

**See BOE Offsite Report (page 2) and BOE Onsite Report (page 4) for additional guidance.**

## General Information

- *Scope of Review:* The report must address all programs for the initial and advanced preparation of teachers and the preparation of other professionals in P-12 schools identified by the unit in their IR.

- *Program Reports:* If the SPA or state report indicates that a program meets standards, the BOE team should consider this as strong evidence that elements of Standard 1 related to content knowledge and pedagogical content knowledge are met. BOE teams should note, however, that a positive SPA or state report does not preclude the citation of program-specific areas for improvement in other elements of Standard 1 or in Standards 2–6.

- *Data Expectations:* The unit should regularly and systematically collect, compile, aggregate, summarize, analyze, and use data throughout the full (five to seven years) accreditation cycle between onsite visits. For the purposes of unit accreditation, a limited number of years of data are required. Data reported on assessments in the IR for unit accreditation should be for the most recent 12-month period. At the onsite visit, there should be three years of data for continuing accreditation and two years of data for first accreditation. Institutions that do not meet this minimum requirement will have an AFI cited under Standard 2, indicating that the unit is not regularly and/or systematically collecting and summarizing assessment data.

- *Timeline:* The timeline for completing the BOE Offsite Report is available at http://www.ncate.org/LinkClick.aspx?fileticket=zxTpUF97%2f1g%3d&tabid=93.

- *Style Guide for BOE Reports:* The Guidelines for Writing the BOE Report are available at http://ncate.org/dotnetnuke/LinkClick.aspx?fileticket=t0E1OUOgLQI%3d&tabid=92.

# THE BOE OFFSITE REPORT

## Components of the BOE Offsite Report

Identification of Standards Selected by the Unit for Movement Toward Target
Standards
    X.1 Preliminary Findings
    X.2 Moving Toward Target or Continuous Improvement
    X.3 Feedback on correcting previous areas for improvement (AFIs)
    X.4 Areas of concern related to continuing to meet the standard
    X.5 Evidence for the BOE Team to validate during the onsite visit

## When preparing the report, the BOE Offsite team should:

*Remember that the primary audience is the unit*
*Identify the standard selected for Movement Toward Target*
- The unit is required to demonstrate movement toward and performance at the target level for one or more standards.
- Complete the chart in the Movement Toward Target section of the BOE Report by checking the standard(s) and level of the standard(s) that the unit has identified as Moving Toward Target.

*Describe Preliminary Findings*
- Write in the Preliminary Findings section (X.1), a preliminary statement of how the unit is meeting the standard and summarize evidence provided or not provided in the IR and supporting exhibits.

*Complete either the moving Toward Target OR Continuous Improvement section*
- **If the unit selected the standard as Moving Toward Target:** Write a summary in the Moving Toward Target section (X.2.a) based upon the criteria for Movement Toward Target (see chart below) and "target" level rubric for each standard.
    - If the team does not see evidence of target level work on the standard selected by the unit for Movement Toward Target, request evidence that might support the unit's claim in the evidence section (X.5).

- **If the unit did not select the standard as Moving Toward Target:** Write a summary in the Continuous Improvement section (X.2.b) that describes the activities and outcomes which demonstrate the unit's engagement in continuous improvement.

*Criteria for Movement Toward Target*

| NO EVIDENCE | MOVING TOWARD TARGET | | AT TARGET |
| --- | --- | --- | --- |
| | EMERGING | DEVELOPING | ATTAINED |
| Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. |
| *AND* | *OR* | *AND* | *AND* |
| | There are plans and timelines | | There are plans and timelines |

| There are no plans and timelines for attaining target level performance as described in the unit standard. | for attaining and/or sustaining target level performance as described in the unit standard.<br><br>[BOE specifies which is present and which is not in their findings.] | There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. | for sustaining target level performance as described in the unit standard. |
|---|---|---|---|

*Provide Feedback on AFIs*
- If a unit had an AFI, it will appear as both corrected and continued in offsite report template (X.3). The member writing to that standard may delete either the corrected or continued statement. The team must decide the appropriate section for the AFI during the offsite review meeting.
- All AFIs must have rationales. These rationales should be written prior to and refined during the offsite review meeting.
- AFIs and their rationales serve two purposes: (1) assisting the unit and institution to improve practice, and (2) guiding the onsite BOE team and the Unit Accreditation Board in determining if a standard is met or not met. The rationale supports the AFI by describing the current conditions at the unit.
- AFIs are standards-based, brief (usually one sentence), and state why the unit is not at the acceptable level. The corresponding rationale supports the AFI by explaining what findings lead the team to cite the AFI. The rationale is standards-based, more detailed that an AFI (could be as long as a few sentences), and describes the conditions found at the unit during the onsite visit.
- The team must request evidence to address AFIs and Areas of Concern.

*State Areas of Concern*
- An Area of Concern and rationale should be written in the appropriate section (X.4) 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. Areas of Concern address problems that would lead an onsite team to cite areas for improvement during the onsite visit.
- The same guidelines apply for writing Areas of Concern and rationales as they do for AFIs.

*List Evidence to Validate Onsite*
- The Evidence for the Onsite BOE Team to Validate During the Onsite Visit section (X.5) is the team's request to the unit for additional information in IR Addendum and through the onsite visit.
- Evidence requested should help the unit confirm actual practice and support claims in the IR and exhibits. Only request evidence that addresses the standard. NCATE's Exhibit List should be used as a guide for team's request(s).
- In most cases the list of evidence to be validated at the onsite visit will have three to eight items. It may be longer if the evidence provided in the IR and exhibits was limited.
- A recommended format for writing the items is to first state the general area to be addressed followed by clarifying question(s). The questions help the unit identify what documents they can provide or interview to arrange to help the team better understand their work.
- Note exhibits that the team was not able to access, request missing information, and ask for clarification of contradictory information.

**When submitting the report, BOE members should:**
- Only upload one document in AIMS. Members who are assigned to write to more than one standard should include all sections in one document.

# THE BOE ONSITE REPORT

## Components of the BOE Onsite Report

Summary of Professional Education Unit
Introduction
Conceptual Framework
Standards
    X.1 Overall Findings
    X.2 Movement Toward Target or Continuous Improvement
    X.3 AFIs and Rationales
    X.4 Recommendations

## When preparing the report, the BOE Onsite team should:

*Identify the standard selected for Movement Toward Target*
- The unit is required to demonstrate movement toward and performance at the target level for one or more standards.
- Complete the chart in the Movement Toward Target section of the BOE Report by checking the standard(s) and level of the standard(s) that the unit has identified as Moving Toward Target.

*Describe Overall Findings*
- Validate evidence requested in the BOE Offsite Report.
- Write in the Overall Findings section (X.1) how the unit is meeting the standard and summarize evidence provided or not provided in the IR and supporting exhibits.

*Complete either the Continuous Improvement OR Moving Toward Target section*
- **If the unit selected the standard as Moving Toward Target:** Write a summary in the Moving Toward Target section (X.2.a) based upon the criteria for Movement Toward Target (see chart below) and "target" level rubric for each standard.

- **If the unit did not select the standard as Moving Toward Target:** Write a summary in the Continuous Improvement section (X.2.b) that describes the activities and outcomes which demonstrate the unit's engagement in continuous improvement *and* strength section (X.2.b.i) that describes the areas of the standard being addressed at the target level. Strengths prompt should not be answered if there is no target-level activity.

*Criteria for Movement Toward Target*

| NO EVIDENCE | MOVING TOWARD TARGET | | AT TARGET |
|---|---|---|---|
| | EMERGING | DEVELOPING | ATTAINED |
| Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.<br><br>*AND* | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.<br><br>*OR* | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.<br><br>*AND* | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.<br><br>*AND* |

| | There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.<br><br>[BOE specifies which is present and which is not in their findings.] | There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. | There are plans and timelines for sustaining target level performance as described in the unit standard. |
|---|---|---|---|
| There are no plans and timelines for attaining target level performance as described in the unit standard. | | | |

*State AFIs and Rationales*
- Review the Areas of Concerns and rationales stated by in the BOE Offsite Report.
- Based upon the validation of evidence at the onsite visit, state continuing and new AFIs (X.3). All AFIs must have rationales.
- AFIs and their rationales serve two purposes: (1) assisting the unit and institution to improve practice, and (2) guiding the Unit Accreditation Board in determining if a standard is met or not met. The rationale supports the AFI by describing the current conditions at the unit.
- AFIs are standards-based, brief (usually one sentence), and state why the unit is not at the acceptable level. The corresponding rationale supports the AFI by explaining what findings lead the team to cite the AFI. The rationale is standards-based, more detailed that an AFI (could be as long as a few sentences), and describes the conditions found at the unit during the onsite visit.
- Because AFIs identify work that is not up to standard, AFIs are negative statements. Do not generalize. If there are problems with "most" programs, the team could either list the programs (secondary education programs) or exclude the programs that are meeting standards (all programs except the secondary education programs).

*Make a Recommendation for the Standard and Movement Toward Target*
- When making a recommendation for a standard (X.4), the team should consider the number and severity of AFIs.
- When making a recommendation for Movement Toward Target (X.4), the team should use the Criteria for Movement Toward Target (see chart below) to inform their decision. Not applicable should be checked for the standards not selected by the unit for Movement Toward Target.

*Criteria for Movement Toward Target*

| NO EVIDENCE | MOVING TOWARD TARGET | | AT TARGET |
|---|---|---|---|
| | EMERGING | DEVELOPING | ATTAINED |
| Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.<br><br>*AND*<br><br>There are no plans and timelines for attaining target level performance as described in the unit standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.<br><br>*OR*<br><br>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.<br><br>[BOE specifies which is present and which is not in their findings.] | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.<br><br>*AND*<br><br>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.<br><br>*AND*<br><br>There are plans and timelines for sustaining target level performance as described in the unit standard. |

**Additional Resources on the NCATE Website**

- State contacts and protocols:
  http://ncate.org/States/StateContactsandProtocols/tabid/279/Default.aspx

- Complete list of exhibits:
  http://ncate.org/Accreditation/ContinuousImprovementOption/tabid/648/Default.aspx.

- NCATE glossary:
  http://ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx

- Examples of AFIs:
  http://www.ncate.org/LinkClick.aspx?fileticket=%2bi0ncGjU3gQ%3d&tabid=93

**Staff Support**

Information about **onsite visit dates**, **BOE chairs and team assignments**, and **AIMS**:
Stephanie Kowal, Site and Audit Visit Coordinator, stephanie@ncate.org

Information of **accreditation reports, and the accreditation process**:
Nate Thomas, Accreditation Associate, nate@ncate.org

Information on the **accreditation process and decisions:**
Patty Garvin, Director of Accreditation, patty@ncate.org