Welcome to NCATE Update

Yi Huang
Vice President, Accreditation
National Council for Accreditation of Teacher Education
The current operations and strategic actions outlined below reflects NCATE’s commitment to collaborate with the education community in co-developing an educator preparation system that is responsive to contemporary needs, and in co-constructing a national accreditation system that is critical to realizing our collective goal of educational excellence.

Actions for improving the current accreditation system target the following areas:

1. Enhancing rigor of accreditation process
2. Raising expectations of institutional performance
3. Elevating quality of BOE and UAB work
4. Increasing support to build institutional and state capacities
1. Enhancing Rigor

1. Enhancing Rigor of Accreditation Process

- **Benchmarking progress** through strategic use of NCATE staff/consultants to support and monitor within the full accreditation cycle.
  - More rigorous review of candidacy reports
  - Staffing of Offsite Reviews
  - Editing of Offsite BOE Reports and BOE Reports
  - Assisting the UAB double audit process for units with unsatisfactory results
  - Reinforcing annual reporting requirements and trigger review of unit performance

- Institution not meeting benchmark expectations might be subject to shorter accreditation cycle with a full or focused visit in two years, revocation of accreditation or denial of accreditation.
2. Raising Expectations of Institutional Performance

- **Program management in AIMS**
  - Institutional, Contact, and Program Information to be updated by the unit

- **Updated Institutional Report (IR) for units with Continuous Improvement (CI) onsite visits in fall 2012 & beyond**
  - Activities and data on impact of candidate performance, program quality and P-12 student learning
  - Commitment and timelines for attaining and/or sustaining target level performance on selected standards
  - Commitment and timelines for endeavors leading to continuous improvement of the remaining standards

- **Updated Exhibit List to support the new reporting in IR**

- **Dean’s Alike Advisory Panel** to be established for guiding current operations and future endeavors on standards, processes, and strategies for capacity building
2. Raising Expectations (cont.)

STANDARD 1 PROMPT 2
2a. Standard on which the unit is moving to the Target Level

<table>
<thead>
<tr>
<th>Pilot Template through Spring 2012</th>
<th>Updated Template for Fall 2012 &amp; Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Describe work undertaken to move to the Target Level</td>
<td>▪ Describe areas of the standard at which the unit is currently performing at the target level</td>
</tr>
<tr>
<td>▪ Discuss plans for continuing to improve</td>
<td>▪ Summarize activities and their impact on candidate performance and program quality that have led to target level performance</td>
</tr>
<tr>
<td></td>
<td>▪ Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 1</td>
</tr>
</tbody>
</table>
### 2. Raising Expectations (cont.)

**STANDARD 1 PROMPT 2**

2b. Continuous Improvement

<table>
<thead>
<tr>
<th>Pilot Template through Spring 2012</th>
<th>Updated Template for Fall 2012 &amp; Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Briefly summarize the most significant changes related to Standard 1 that have led to continuous improvement.</td>
<td>▪ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality</td>
</tr>
<tr>
<td>▪ (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)</td>
<td>▪ Discuss plans for sustaining and enhancing acceptable level performance through continuous improvement as articulated in unit Standard 1</td>
</tr>
</tbody>
</table>
3. Elevating Quality of BOE and UAB Work

- Delivering a rich collection of **webinars, tutorials, and conferences** for current BOE members

- **Resuming BOE recruitment and onsite simulated training** in 2011 with the goal of training 144 BOE members to meet the demand of the new accreditation options

- Implementing the **Accreditation Learning Management System (ALMS)** with programs that support learning and monitor performance of BOE candidates and BOE members.

- Establishing the **BOE Advisory Panel** to guide BOE initiatives and evaluate progress.
Accreditation Learning Management System (ALMS)
National Council for Accreditation of Teacher Education

BOE Candidate

ALMS Online Modules

ALMS Onsite Simulations

ALMS Online Modules

AIMS

Nomination & Application

Review & Notification

1. Overview & Introduction

2. BOE Roles & Expectations

3. Unit Standards

4. Conceptual Framework

5. Review and Validation of Evidences

6. Offsite Review & Report

7. Onsite Visit & Report

a. Standard 1

b. Standard 2

c. Standard 3

d. Standard 4

e. Standard 5

f. Standard 6

g. Glossary, Resources & Updates

7. Introduction

8. Offsite Feedback Report

9. Onsite Visit Simulation

10. Team Deliberation & Exit Interview

11. Introduction

12. BOE Report Edits & Submission

13. BOE Professional Development

14. BOE Learning Community

Seamless Integration of ALMS, AIMS Training Site, WebX Conferencing & AIMS
Module 4: Conceptual Framework > Introduction

The Conceptual Framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

The conceptual framework describes the unit's intellectual philosophy that distinguishes graduates of one institution from those of another. It is collaboratively developed by unit faculty and members of their professional community. The conceptual framework is aligned with professional and state standards and articulates the unit's professional commitments and dispositions. The conceptual framework provides the basis for Institutional Standards, such as expectations and outcomes, commitment to diversity and integration of technology.

Next
3. Elevating Quality (cont.)

BOE Advisory Panel Goals
With the overarching goals of increasing the rigor of BOE training, enhancing the quality of BOE work, and ensuring the fidelity of unit accreditation, the BOE Advisory Panel will provide guidance on BOE related initiatives.

Targeted Actions in 2011-2012
1. Refinement of Continuous Improvement (CI) and Transformation Initiative (TI) options
2. Design, Implementation and Evaluation of the ALMS
3. Support for and Recruitment of High Quality Professionals to Serve on the BOE

<table>
<thead>
<tr>
<th>Dr. Kim Boyd</th>
<th>Oral Roberts University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Leah Engelhardt</td>
<td>Oklahoma State University (happily retired)</td>
</tr>
<tr>
<td>Dr. Pam Fly</td>
<td>Northeastern State University</td>
</tr>
<tr>
<td>Dr. Charles Love</td>
<td>University of South Carolina Upstate</td>
</tr>
<tr>
<td>Dr. Martha Ross</td>
<td>James Madison University</td>
</tr>
<tr>
<td>Dr. Yuhang Rong</td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>Dr. Rosetta Sandidge</td>
<td>The University of Kentucky</td>
</tr>
</tbody>
</table>
4. Increasing Support to Build Institutional and State Capacities

- Delivering a rich collection of webinars, tutorials, and conferences
- Sharing promising practices, encouraging innovation, and building the capacity of our profession through the new web series of *Stories from the Field* which highlight NCATE institutions that excelled in their recent accreditation endeavors.

Neag School of Education, University of Connecticut is the first featured institution.
Thank You!

Yi Huang
Vice President, Accreditation
National Council for Accreditation of Teacher Education