

NCATE/Maryland Partnership Protocol
for
NCATE and State Reviews

Team Composition: **Program Review:** **Effective:**
Joint NCATE January 1, 2009 – December 31, 2015

Original Partnership Agreement Date: 1991

The NCATE/Maryland Partnership Protocol delineates the processes and policies for granting accreditation to teacher education institutions and agreed upon by Maryland and NCATE.

I. Standards **II. Team** **III. Preparation** **IV. On-Site Review**
V. After On-Site Review **VI. On-Going Responsibilities**

**** The NCATE website (www.ncate.org) contains information about all aspects of the accreditation process. Highlighted words marked with two asterisks (**), when inserted into the “NCATE Google search” will lead to the desired information.**

NCATE Policy	State Policy
<u>I. Standards</u>	
<p>A. Unit Standards</p> <p>NCATE unit standards** apply to the professional education unit.</p> <p>Specific state standards and institutional standards may also be applied to units and/or programs reviewed by NCATE.</p>	<p>A. Unit Standards: NCATE Standards.</p> <p>NCATE standards apply to the professional education unit.</p> <p>The Maryland Institutional Performance Criteria based on the Redesign of Teacher Education (here after referred to as the <i>Redesign</i>.) provides the standards for the state review. Charts developed by the Maryland State Department of Education (MSDE) document state and NCATE alignment.</p>
<p>B. Program Standards</p> <p>NCATE coordinates program reviews by specialized professional associations (SPAs) with program standards that have been approved by the Specialty Areas Studies Board.</p>	<p>B. Program Standards: NCATE Standards</p> <p>MSDE accepts the outcomes of national program review for programs for which NCATE has standards.</p>

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<p>If NCATE has standards for a program, the unit must submit the program for national review by NCATE. Program reports must be submitted electronically on NCATE's website.</p> <p>Program reports must include key assessments, scoring guides, and performance data to show that candidates meet professional standards. Six to eight assessments must be submitted to show that candidates know the content, can plan, can work successfully in their roles, and can support student learning.</p> <p>NCATE accepts the decisions of national accrediting organizations for program areas as evidence of program content quality. These organizations are recognized by the U.S. Department of Education and the Council for Higher Education Accreditation and are listed in NCATE's policy: "Relationships with Other Accrediting Agencies"**. <u>They include:</u></p>	<p>For programs for which NCATE has no standards, program documents should be submitted to the appropriate state consultant who serves as liaison to the IHE, who will facilitate the state review process of using key assessments identified in the unit assessment system for state standards or state- recognized national standards, and review by content experts in the state.</p> <p>For small programs:</p> <ul style="list-style-type: none"> ▪ The IHE may declare the program dormant to NCATE and MSDE if there are no candidates at the time the SPA submission is due. MSDE will keep the program in approved program status and monitor the program when it enrolls candidates. No SPA submission will be required at the time of the visit. ▪ If there are 1-4 candidates, the IHE must submit the program to NCATE for the appropriate SPA to review. If the program does not receive full national recognition status because of the lack of data, MSDE will monitor the program until it collects sufficient candidate data for resubmission to the appropriate SPA. MSDE will maintain the program in approved program status. <p>MSDE is working with NCATE to streamline the SPA program review process for small programs.</p> <p>MSDE accepts the decisions of national accrediting agencies as evidence of program content quality.</p>

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<p><u>AACSB International - The Association to Advance Collegiate Schools of Business</u>, <u>American Association of Family and Consumer Sciences (AACCS)</u>, <u>American Library Association (ALA)</u>, <u>American Psychological Association (APA)</u>, <u>American Speech-Language-Hearing Association (ASHA)</u>, <u>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</u>, <u>National Association of Schools of Art and Design (NASAD)</u>, <u>National Association of Schools of Dance (NASD)</u>, <u>National Association of Schools of Music (NASM)</u>, <u>National Association of Schools of Theatre (NAST)</u>.</p>	
<p>II. Team</p>	
<p>A. Team Composition: Joint State/ NCATE</p> <p>NCATE and state team members work together, sharing equal roles and responsibilities in all functions of the review.</p> <p>The NCATE team is selected from NCATE’s Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the state consultant (usually the NCATE state partnership contact, or his/her designee), and a representative of the state affiliate of the National Education Association (NEA) and/or the American Federation of Teachers (AFT). Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>	<p>A. Team Composition: Joint State/ NCATE</p> <p>The state team is selected by the state agency from state BOE team members. The team includes higher education faculty, teachers, and other school personnel.</p> <p>The state identifies a state consultant who will attend the previsit and advise and assist the team during the on-site visit.</p>
<p>B. Training Expectations: Joint</p> <p>NCATE team members must successfully</p>	<p>B. Training Expectations: Joint</p> <p>State team members will have been</p>

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<p>complete the NCATE-sponsored BOE training**.</p> <p>State team members successfully complete a state training session conducted jointly by state and NCATE staff.</p>	<p>trained by NCATE and/or the state prior to team assignment as outlined in the state/NCATE rules.</p>
<p>C. Team Size: Joint</p> <p>For first, continuing, and probation visits, the BOE team will include three to six members depending on several factors, including the number of candidates, faculty, and the programs in the unit. Additional team members may be added to visit off-campus sites.</p> <p>For focused visits**, the team will include three BOE members, of which one will be a state team member.</p>	<p>C. Team Size: Joint</p> <p>The state team shall be comprised of at least four members, in order to produce the state Professional Development School (PDS) Addendum Report.</p> <p>For focused visits, the state team will include one to two state team members and a state consultant.</p>
<p>D. Chair Responsibilities: Joint</p> <p>The NCATE chairperson and the state chairperson serve as co-chairs. They are jointly responsible for planning and conducting the visit.</p> <p>The co-chairs conduct a previsit approximately one to two months before the visit to plan interviews and finalize the logistics for the visit. The state consultant should participate in the previsit.</p> <p>The co-chairs assign team members to write to specific standards and to conduct specific interviews.</p>	<p>D. Chair Responsibilities: Joint</p> <p>The state will choose a chair who will serve as the co-chair of the joint team and chair of the state team.</p>
<p>E. State Consultant</p> <p>NCATE invites the state education agency to appoint a state consultant to advise the team on state requirements, nomenclature, and special circumstances.</p>	<p>E. State Consultant</p> <p>A state consultant will be assigned to the joint team.</p> <p>The state will cover costs of the</p>

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<p>The state consultant's expenses are covered by the respective agency. The state consultant facilitates an orientation to the State/NCATE Partnership at a team meeting prior to the review activities. The consultant is usually the state partnership contact, but may be his/her designee, and is a non-voting member of the BOE team. The state consultant may serve as a voting member of the state team, if so designated by the state.</p>	<p>state consultant.</p> <p>The state consultant serves as a non-voting member of the state team. The state consultant may participate in collection of data, interviews and editing of the team report, but should not be assigned a primary writing assignment.</p>
<p>F. NEA/AFT Representatives</p> <p>NCATE invites the state affiliates of the NEA and AFT to appoint observers for the on-site visit. The participants' respective agencies are responsible for their travel and maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be given a writing assignment. Observers are non-voting members of the BOE team.</p>	<p>F. NEA/AFT Representatives</p> <p>The teachers' association(s) cover(s) expenses for their observer(s).</p> <p>The NEA/AFT representative serves as a non-voting member of the state team. The NEA/AFT representative may participate in collection of data, interviews and editing of the team report, but should not be assigned a primary writing assignment.</p>
<p>G. Decision-making</p> <p>Recommendations about whether the standards have been met and the Areas For Improvement to be cited are made jointly by national and state BOE members.</p> <p>Decisions are usually reached through consensus about whether standards are met. When consensus cannot be reached, a vote may be taken.</p>	<p>G. Decision-making</p> <p>State members of the joint team participate fully in team decision making and voting.</p> <p>The state consultant may participate in data collection and team discussions, but does not vote on whether NCATE/state standards are met.</p> <p>The NEA/AFT representative does not vote on whether NCATE/state standards are met.</p>
<p>H. Writing the Report: Joint</p> <p>The co-chairs assign writing</p>	<p>H. Writing the Report: Joint</p> <p>The state Addendum includes the</p>

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<p>responsibilities to each BOE and State team member. The BOE report integrates the joint team's responses to the unit and state standards in a single report at both the initial teacher preparation and advanced levels as appropriate. If the state or institution has additional requirements, the report should have the BOE team's responses to the state/institution requirements attached as a report addendum. The final report is compiled by the BOE chair.</p> <p>The draft of the BOE report should be completed by the end of the on-site visit. Following the visit, the BOE team chair compiles and edits the report. It is then sent to NCATE and the team members for editing. After the chair incorporates these edits in the report, it is sent to the unit for correction of factual errors.</p> <p>The BOE team chair submits the final report to the NCATE office. Members of the NCATE team, members of the state team and the state consultant are notified that the report is available electronically. The editing process usually takes one to two months.</p>	<p>findings of the state team members regarding progress toward implementation of the Maryland PDS Standards, as guided by the PDS Assessment Framework. The PDS Assessment Framework represents the IHE and LEA partners' work to meet the <i>Redesign</i>. If the state Addendum includes weaknesses, the unit must address them in the Teacher Preparation Improvement Plan.</p> <p>The state emails a draft of the Addendum to the team chair within two weeks of the review, and it is incorporated into the BOE report. The entire report is then sent to NCATE and the entire team for edits. After these edits are incorporated into the report, it is sent to the unit head to review for factual accuracy. After receiving the unit's response, and making appropriate changes, the entire BOE report is sent to the NCATE office and team members are notified that it is available electronically, usually within two months.</p>
<p>I. Evaluations</p> <p>Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and state BOE members, and state consultants who served on the same visiting team. The evaluations are used by NCATE and the state to determine who should continue BOE service and to identify potential team chairs.</p>	<p>I. Evaluations</p> <p>The state uses evaluation data to plan state team assignments.</p>
<p>J. Expenses</p> <p>During the semester of the visit, the unit</p>	<p>J. Expenses</p> <p>The unit pays the expenses for</p>

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<p>will pay NCATE a Periodic Evaluation Fee** per NCATE BOE team member participating in the on-site visit.</p>	<p>state/NCATE team members. MSDE pays expenses for the state consultant.</p>
<p>III. Preparation</p>	
<p>A. Unit's Intent-to-Seek** Request</p> <p>For first-time accreditation, the unit should indicate its interest in seeking accreditation at least two years before hosting an on-site visit by submitting an "intent to Seek Accreditation" form on NCATE's website. The request should include the semester and year in which the unit plans to host the on-site review which must be at least one year after program reports are submitted to NCATE.</p> <p>For continuing accreditation the institution should complete the "Intent to Continue Accreditation***" Form, found on the NCATE website, two years before the visit.</p>	<p>A. Unit's Intent-to-Seek** Request</p> <p>Units seeking first-time accreditation inform the state that they are preparing their Intent-to-Seek request. They are provided state technical assistance, as needed.</p>
<p>B. Preconditions</p> <p>For first visits, the unit must show evidence that it meets NCATE's preconditions**. The preconditions report must be submitted to the NCATE office at least eighteen months prior to the on-site visit by February 1 or September 15.</p> <p>All accredited units <i>must continue to meet the</i> preconditions for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from a unit that no longer meets the required state pass rate** or other preconditions.</p>	<p>B. Preconditions</p> <p>Units must submit program review documents to NCATE to meet preconditions for review and to meet state requirements.</p> <p>Annually, MSDE reviews and submits to the Secretary of Education Title II test data, and will inform NCATE if the unit no longer meets the required state pass rate.</p>
<p>C. Program Reports</p> <p>The unit must submit program reports to NCATE by February 1 or September 15, at</p>	<p>C. Program Reports</p> <p>For those programs which do not have specialized professional</p>

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<p>least two semesters before the continuing visit.</p> <p>For specific information on the preparation of program reports visit the NCATE website.</p>	<p>associations recognized by NCATE for program review, a state program review is conducted. Program reports are reviewed and feedback reports are prepared prior to the on-site visit and are to be included with other documents for review.</p>
<p>D. Institutional Report</p> <p>The professional education unit must write and submit an Institutional Report** (IR) which describes the unit’s conceptual framework and the evidence demonstrating that the unit standards are met. In continuing accreditation visits, the IR also serves as the primary documentation of the unit’s growth and development since the last accreditation visit.</p> <p>The IR is written online and all team members have online access.</p>	<p>D. Institutional Report</p> <p>The unit must address standards of the <i>Redesign</i> in the following manner: 1) Embed state policies and performance criteria of the <i>Redesign</i> in the NCATE IR. 2) Prepare 20-page explication papers for two selected PDS sites to address the Maryland PDS Assessment Framework. Submit two copies of each explication paper to MSDE and one copy to each NCATE/state team member six weeks prior to the visit.</p>
<p>E. Dates of On-Site Visit</p> <p>NCATE requests the unit to submit its preferred visit date to NCATE at least one year prior to the on-site visit. <u>The date must be approved by the state agency prior to submitting its request to NCATE.</u></p> <p>First, continuing and probation visits are scheduled from Saturday through Wednesday except in special circumstances. Focused visits are scheduled from Sunday through Tuesday.</p> <p>The state agency must consult with NCATE regarding any delays requested by institutions.</p>	<p>E. Dates of On-Site Visit</p> <p>The unit must receive approval from MSDE before submitting its request to NCATE.</p>

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<p>F. Previsit</p> <p>The previsit should be scheduled about one to two months before the on-site visit. See the <i>NCATE Handbook** for Accreditation Visits</i> for further details.</p> <p>The state consultant, BOE co-chairs, head of the unit, and NCATE coordinator should participate in the previsit.</p> <p>The institutional report will be available to the participants electronically in AIMS prior to the previsit.</p>	<p>F. Previsit</p> <p>The state chair and the state consultant should attend the previsit and should have a copy of the unit's report(s).</p>
<p>G. 3Rd Party Testimony</p> <p>Six months before the on-site review, the unit must publish a "Call for Comment" inviting 3rd party testimony related to the upcoming NCATE visit. Comments should be sent directly to NCATE. This provision is not required for focused visits.</p> <p>One to two months before the on-site review, NCATE sends copies of third-party testimony to the unit for comment.</p>	<p>G. 3Rd Party Testimony</p>
<p>IV. On-Site Review</p>	
<p>A. Orientation to State Process/ Protocol</p> <p>The state consultant (or his/her designee) will facilitate an orientation to the state process and Protocol at one of the team meetings early in the visit.</p>	<p>A. Orientation to State Process/ Protocol</p> <p>The state consultant will present to the review team an orientation to the Maryland/NCATE joint review process. This includes information about state policies and the Maryland PDS Assessment Framework.</p>
<p>B. Conducting the On-Site Review</p> <p>The national BOE and state team members work together as a single team throughout the visit. State team members have the same responsibilities as national</p>	<p>B. Conducting the On-Site Review</p> <p>In addition to working jointly with the national BOE team members, state team members address state-specific items that integrate with the</p>

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<p>members including writing the BOE report.</p> <p>The template for an on-site visit** and the template for a focused visit** can be found on the NCATE website and in the <i>NCATE Handbook** for Accreditation Visits</i>.</p>	<p>NCATE standards, and specific professional development school requirements.</p>
<p>C. Exhibit Room Electronic exhibit rooms are encouraged. See NCATE's electronic exhibit room guidelines**.</p>	<p>C. Exhibit Room All exhibit rooms must include:</p> <ol style="list-style-type: none"> 1) Teacher Preparation Improvement Plans. 2) State program reviews for any programs that do not have specialized professional associations. 3) Exhibits for the PDS Addendum, as prescribed in the PDS Assessment Framework.

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<p>D. BOE Report</p> <p>The BOE report includes the BOE team’s responses to the unit standards at both the initial teacher preparation and advanced levels as appropriate. It indicates the level (unacceptable, acceptable, or target) at which each element of the standards is met. If the state/Institution has additional requirements, the report should have the BOE team’s responses to the state requirements attached as a state addendum. The final report is compiled by the BOE chair.</p> <p>After the report has been edited the BOE team chair submits one copy of the final BOE report to the NCATE office. NCATE BOE team members, state team members and the state consultant are notified that the report is available electronically.</p>	<p>D. BOE Report</p> <p>The BOE report will address the team’s response to the unit’s requirements regarding the standards of the <i>Redesign</i>. These are embedded in the BOE report. Charts developed by the MSDE document state and NCATE alignment.</p> <p>The state Addendum will respond to the requirements of the Maryland PDS Assessment Framework.</p>
<p>E. Exit Report</p> <p>An exit report is conducted before the team departs on Tuesday for a focused visit and on Wednesday for all other visits. It is conducted by the co chairs and state consultant. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.</p>	<p>E. Exit Report</p> <p>The state team chair, the state consultant and the Director of Certification and Accreditation will participate in the exit conference.</p>
<p>V. After the On-Site Review</p>	
<p>A. BOE report sent from NCATE</p> <p>NCATE notifies the CEO of the institution, the unit head, and the appropriate state agency or agencies that the BOE report is available electronically.</p>	<p>A. BOE report sent from NCATE</p>
<p>B. Rejoinder</p> <p>The unit submits to NCATE and the state an electronic copy of its institutional</p>	<p>B. Rejoinder</p> <p>The unit submits one copy of its rejoinder to the BOE report to</p>

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<p>rejoinder** to the BOE report within 30 days after receipt of the BOE Report.</p>	<p>MSDE.</p>
<p>C. Accreditation</p> <p>NCATE's Unit Accreditation Board (UAB) determines the accreditation status of professional education units, during meetings twice a year in April and October. Accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review. A description of the Unit Accreditation Board** can be found on the NCATE website.</p> <p>Final decisions about national recognition of programs are posted on NCATE's website after the UAB has determined accreditation.</p> <p>NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all accrediting agencies recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA), and the public (via the NCATE website).</p> <p>More information about reporting accreditation decisions may be found in NCATE's Policies on Dissemination of Information**. Definitions of NCATE accreditation decisions** can also be found on NCATE's website.</p>	<p>C. Program Approval</p> <p>Using the final decisions of the UAB, MSDE ascertains if the embedded elements of the Maryland Institutional Performance Criteria based on the <i>Redesign</i> of Teacher Education are also met. Decisions regarding state program approval will be made following receipt of the UAB decision and evidence of adherence to the <i>Redesign</i>.</p>
<p>D. Final Action Report</p> <p>Within 30 days after NCATE's Unit Accreditation Board takes action on the accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that</p>	<p>D. Final Action Report</p> <p>NCATE copies the final action report letter to the Unit Head and the Director of Certification and Accreditation.</p>

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<p>indicates the official action.</p>	<p>Using NCATE’s accreditation status report, the State Superintendent makes final program approval decisions. Her decisions are conveyed in writing to the president of the institution and the head of the professional education unit in a letter. The actions may be found on page 2 of the Maryland Institutional Performance Criteria based on the <i>Redesign</i> of Teacher Education. This action letter also lists all weaknesses that must be addressed annually by the unit in a report to MSDE.</p>
<p>E. Appeal Procedure</p> <p>Units may appeal any of the following Unit Accreditation Board decisions: Provisional Accreditation, Accreditation with Conditions, Revocation of Accreditation, and Probation. See NCATE’s website for specific policies and procedures related to the <u>appeals process</u>**.</p>	<p>E. Appeal Procedure</p> <p>Units may appeal decisions related to state requirements by contacting the MSDE Director of Certification and Accreditation.</p>
<p>VI. On-Going Responsibilities</p>	
<p>A. Protocol Distribution</p> <p>NCATE will post the NCATE/<u>State</u> Partnership Protocol on its website; it is also available in hard copy upon request.</p>	<p>A. Protocol Distribution</p> <p>The state distributes the final protocol document to all units following the renewal of a Partnership. The state maintains the NCATE/state protocol on its website.</p>
<p>B. Accreditation Cycle</p> <p>Units that receive accreditation for the first time will be scheduled for their next visit five years from the semester in which their visit occurred.</p> <p>Units that receive continuing accreditation will be scheduled for their next visit <u>seven years</u> from the semester in which their visit occurred. The seven-year cycle of visits</p>	<p>B. Accreditation Cycle</p> <p>Units in the state will move to a seven-year cycle after the first continuing accreditation review.</p>

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<p>applies only if the state has agreed to a seven-year cycle.</p> <p>Units may host a probationary or focused visit as a result of the accreditation. Visits will be within eighteen months of the UAB's decision.</p>	<p>Maryland will participate in probationary, conditional or focused reviews.</p>
<p>C. Code of Conduct</p> <p>To assure units and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE's Code of Conduct**.</p> <p>Violation of any part of the Code of Conduct could result in the board member's removal from the board.</p>	<p>C. Code of Conduct</p> <p>The state uses the NCATE Code of Conduct in all team training and team refresher training. Conflict of interest data is maintained and updated for all state team members.</p>
<p>D. Annual Reviews</p>	<p>D. Annual Reviews</p>
<p>1. Regional Accreditation</p> <p>Units must maintain regional accreditation or institutional accreditation by a USDE or CHEA recognized agency in order to continue their NCATE accreditation.</p>	<p>1. Regional Accreditation</p> <p>Units must maintain regional accreditation to maintain state program approval, which is the basis for their NCATE accreditation.</p>
<p>2. Change in State Status</p> <p>Notification of an NCATE accredited unit's "Change in State Status" by the state will initiate a review by NCATE's <i>Annual Report and Preconditions Audit Committee (ARPA)</i>.</p> <p>The NCATE president will notify the unit that the state has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.</p>	<p>2. Change in State Status</p> <p>The state will notify NCATE within thirty days of action taken when an NCATE accredited unit has had a "Change in State Status."</p>

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<p>3. Precondition 7</p> <p>The unit's programs are approved by the appropriate state agency and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate must continue to meet or exceeds the required state pass rate to maintain national recognition.</p>	<p>3. Precondition 7</p> <p>The Maryland Institutional Performance Criteria based on the <i>Redesign</i> of Teacher Education includes the requirement of the 80% summary pass rate of teacher education programs.</p>
<p>4. Annual Report</p> <p>Submission of the Annual Report** is a requirement for all units that are accredited by NCATE. Annual Reports are due October 1st and must be submitted electronically.</p> <p>Substantive changes to the unit and its programs must be reported annually in Part C of the Annual Report. Substantive changes, such as offering distance learning programs, may require a follow-up report or interim visit.</p>	<p>4. Annual Report</p> <p>The state requires an annual submission of the Teacher Preparation Improvement Plan. Updates are required that address 1) the Areas for Improvement cited in the BOE NCATE report and 2) Areas for Growth in the professional development school Addendum.</p>