

**SUMMARY**  
**Unit Accreditation Board Meeting**  
**March 26-29, 2001, in Seattle**

**Accreditation Actions**

Thirteen institutions sought initial accreditation; 85% of them were accredited. One of the institutions denied accreditation is appealing the decision.

Forty-five institutions were seeking continuing accreditation; 96% of them had their accreditation continued. One institution-a pilot-was accredited with conditions. The one institution that was accredited with probation is appealing the decision.

Thirteen institutions had volunteered to test the new standards and procedures during their on-site visits in the fall of 2000. Of the 13, one was denied accreditation, one was accredited with conditions, and two were deferred until additional information is received.

**Standards for Professional Development Schools**

The UAB endorsed NCATE's Professional Development School Standards as a model and professional resource that advance the improvement of field and clinical practices in teacher education.

**Revision of Standards to Meet USDE Requirements**

The UAB adopted the revisions to the NCATE 2000 standards and rubrics as shown in Attachment A. These changes and the reasons for them will be distributed to accredited institutions, candidates, precandidates, constituent organizations, and appropriate state agencies for comment between the March 2001 and October 2001 UAB meetings. The Standards Committee will consider the feedback, make changes as appropriate, and adopt the proposed changes at its October 2001 meeting. The changes will become effective for winter/spring 2002 visits.

**Process for Standards Review and Revision.**

The UAB adopted the recommendation to (1) eliminate the current "Policies and Procedures for the Systematic Review of the Validity and Reliability, and Relevancy of NCATE Standards" and (2) adopt the revisions to 11.4 of the UAB's operating procedures as indicated in Attachment B.

## **Revision of Preconditions**

The UAB accepted the revised preconditions as shown in Attachment C.

## **Deferred Decision for NCATE 2000 Standards**

The UAB adopted a decision of *deferral* to be used when the UAB reverses a BOE recommendation from *met* to *unmet* under the new standards. The deferral will allow institutions time to submit additional documentation related to the unmet standard. The additional documentation will be reviewed along with the original institutional report, BOE report, and rejoinder at the next UAB meeting, at which time an accreditation decision will be made. UAB members are also asked to write a rationale for changing recommendations by the BOE team.

## **Revision of the Annual Report Triggers**

The UAB eliminated the trigger related to candidate enrollment, maintained the trigger related to changes in state status, and added the following two new triggers:

- ◆ A 10% decrease on aggregate pass rates on state licensing exams.
- ◆ A change in regional accreditation status, specifically if an institution is placed on “warning” or its equivalent.

## **Other Policy Changes**

- UAB accreditation actions will be presented on the NCATE website, beginning with decisions made at the fall 2001 meeting.
- Beginning in fall 2001, BOE team members will be sent the institution’s rejoinder to the BOE team report and asked to respond in writing if the institution has contradicted the team’s report.
- Beginning in fall 2002, the size of BOE teams will range from three to eight members depending on the number of candidates in education, number of program offered, and the nature of the state partnership.
- Policies on dissemination of information, adverse actions by other accrediting bodies, candidates for accreditation, and withdrawal/lapse of accreditation were clarified to meet USDE requirements.

## ATTACHMENT A Modifications to the NCATE Unit Standards

### ***Standard 1. Candidate Knowledge, Skills, and Dispositions***

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards at professionally acceptable levels.<sup>1</sup>

<b>Element of Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>Content Knowledge for Teacher Candidates (Initial and Continuing Preparation of Teachers)</i></b>	<u>As indicated by assessments</u> , teacher candidates have inadequate knowledge of subject matter that they plan to teach <del>as shown by their inability</del> and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards.	<u>As indicated by assessments</u> , teacher candidates know the subject matter that they plan to teach <del>as shown by their ability</del> and are able to explain important principles and concepts delineated in professional, state, and institutional standards.	<u>As indicated by assessments</u> , teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

<b>Element of Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>Content Knowledge for Other Professional School Personnel</i></b>	<u>As indicated by assessments</u> , candidates for other professional school roles have an inadequate understanding of their field <del>as shown by their inability</del> and are	<u>As indicated by assessments</u> , candidates for other professional school roles know their fields <del>as shown by their ability</del> and are able to explain principles and	<u>As indicated by assessments</u> , candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures

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<sup>1</sup> “Professionally acceptable levels” means that candidates demonstrate meeting standards through a composite based on multiple assessments that include passing state licensing examinations where they exist; performance in professional settings during field experiences and clinical practice; and other assessments such as portfolios, projects, papers, case studies, and candidate analysis of P-12 student work samples. The unit is also expected to use findings from follow-up studies of graduates; evaluations by employers; and placement rates in determining that program completers meet standards. If not all candidates pass state licensing examinations, then units must present other information to justify accreditation of the unit.

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of their fields as delineated in professional, state, and institutional standards.

**Element of Standard**

**Unacceptable**

**Acceptable**

**Target**

***Pedagogical Content Knowledge for Teacher Candidates (Initial and Continuing Preparation of teachers)***

As indicated by assessments, teacher candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.

As indicated by assessments, teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and the integration of technology.

As indicated by assessments, teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

Element of Standard	Unacceptable	Acceptable	Target
<b><i>Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Continuing Preparation of Teachers)</i></b>	As indicated by <u>assessments</u> , candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. <del>as shown in their</del> They lack of knowledge of school, family, and community contexts or <del>in their inability</del> are <u>unable</u> to develop learning experiences that draw on students' prior experience.	As indicated by <u>assessments</u> , candidates <del>use their</del> <u>can apply</u> professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.	As indicated by <u>assessments</u> , candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. <del>as shown in their development of</del> They are <u>able to develop</u> meaningful learning experiences to facilitate student learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience, and applying the ideas to real-world problems.

Element of Standard	Unacceptable	Acceptable	Target
<b><i>Professional Knowledge and Skills for Other School Personnel</i></b>	As indicated by <u>assessments</u> , candidates have not mastered the professional knowledge that undergirds their fields and is delineated in professional, state, and institutional standards. Lack of knowledge is shown in their inability to use research or technology or to understand the cultural contexts of the school(s) in which they provide professional services.	As indicated by <u>assessments</u> , candidates have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.	As indicated by <u>assessments</u> , candidates have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

<b>Element of Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>Dispositions for ALL Candidates</i></b>	<u>As indicated by assessments</u> , candidates are not familiar with professional dispositions delineated in professional, state and institutional standards. They do not model these dispositions in their work with students, families, and communities.	<u>As indicated by assessments</u> , candidates are familiar with the dispositions expected of professionals. <del>and</del> Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.	<u>As indicated by assessments</u> , candidates <u>are able to</u> work with students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

<b>Element of Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>Student Learning for Teacher Candidates (Initial and Continuing Preparation of Teachers)</i></b>	<u>As indicated by assessments</u> , teacher candidates <del>do not</del> <u>are unable to</u> accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.	<u>As indicated by assessments</u> , teacher candidates <u>are able to</u> focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.	<u>As indicated by assessments</u> , teacher candidates <u>are able to</u> accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

<b>Element of Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>Student Learning for Other Professional School Personnel</i></b>	<u>As indicated by assessments</u> , candidates for other professional school roles <del>do not</del> <u>are not able to</u> facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	<u>As indicated by assessments</u> , candidates for other professional school roles <u>are able to</u> create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.	<u>As indicated by assessments</u> , candidates for other professional school roles <u>are able to</u> critique and reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

**Standard 2. Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

<b>Element of Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b><i>Data Collection, Analysis, and Evaluation</i></b>	The unit does not regularly and comprehensively compile, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. <u>The unit does not maintain a record of formal student complaints.</u> The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.	The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. <u>The unit maintains a record of formal student complaints.</u> These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit uses information technologies to maintain its assessment system.	The unit is implementing its assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of a program, including the first years of practice. Data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources. <u>The unit maintains a record of formal student complaints.</u> Data are regularly and systematically collected, compiled, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit is developing and testing different information technologies to improve its assessment system.

**Standard 6. Unit Governance and Resources.**

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Element of standard	Unacceptable	Acceptable	Target
<b><i>Unit Leadership and Authority</i></b>	<p>Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating P-12 teachers and other practicing educators in program design, implementation, and evaluation. <u>The unit does not monitor its recruiting and admission practices. Academic calendars, catalogs, publications, grading, and advertising are not always accurate. The unit does not ensure that candidates have access to student services such as advising and counseling.</u> The unit is not recognized as a leader on campus or within the educational community.</p>	<p>The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. <u>The unit monitors its recruiting and admission practices and the accuracy of academic calendars, catalogs, publications, grading, and advertising. The unit ensures that candidates have access to student services such as advising and counseling.</u> Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.</p>	<p>The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P-12 schools. <u>The unit systematically monitors and evaluates its recruiting and admission practices. Academic calendars, catalogs, publications, grading, and advertising are regularly monitored. The unit ensures candidates have access to student services such as advising and counseling.</u> The unit and other faculty collaborate with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.</p>

**ATTACHMENT B**  
**Revised Operating Procedures of the UAB**  
**Related to the Process for Standards Revisions**

*11.4 Revisions to Standards*

- (a) Through the Standards Committee of the Unit Accreditation Board, NCATE engages in a systematic program of review that demonstrates that its standards are adequate to evaluate the quality of the preparation provided by the institutions it accredits and is relevant to the professional needs of its candidates. The UAB Standards Committee is charged with determining that the standards are adequate and relevant.
  
- (b) If either the Executive Board or Unit Accreditation Board determines, at any point during its systematic program of review, that changes to the standards are needed, action will be initiated within 12 months to make the changes. Action for revising the standards must be complete within a reasonable period of time. All accredited institutions, candidates for accreditation, state agencies, and constituent members will be notified of the proposed changes and encouraged to comment on the changes. The Standards Committee will consider the comments received before finalizing the changes and presenting them to the Unit Accreditation Board and Executive Board for adoption.
  
- (c) The Standards Committee may rewrite, eliminate, or add rubrics and/or explanations for clarification or reflection of current and future practice, as appropriate, between standards revision cycles. NCATE staff will distribute proposed changes to accredited institutions, BOE members, and others for comment during the period between UAB meetings. Any revision of standards themselves requires approval by the UAB and ratification by the Executive Board. The President shall communicate the changes to accredited institutions, BOE members, and others. The revised rubrics and/or explanations shall be effective in the semester after approval by the Executive Board.



**ATTACHMENT C**  
**Revisions to the Preconditions for Accreditation**

**Precondition #1. The institution recognizes and identifies a professional education unit that has responsibilities and authority for the preparation of teachers and other professional education personnel.**

1.1 Letter from the institution's chief executive officer that designates the unit ~~with~~ **as having** primary authority and responsibility for teacher education programs.

1.2 A chart or narrative that lists all professional education programs offered by the institution (including any nontraditional/alternative programs). The chart or narrative report should depict (a) the degree or award levels for each program; (b) the administrative location for each program—for example, School of Education, Department of Music; and (c) the structure or structures through which the unit implements its oversight of all programs. If the unit's offerings include off-campus programs, a separate chart or narrative as described above should be prepared for each location at which off-campus program(s) are geographically located.

**Precondition #2. A dean, director, or chair is officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation.**

2.1 Job description for the head of the professional education unit.

**Precondition #3. Written policies and procedures guide the operations of the unit.**

3.1 Cover page and table of contents for the documents that contain codified policies and procedures for the unit's operations, including policies and procedures pertaining to its students. (If policies and procedures are located on the Internet, photocopies of appropriate web page(s) that indicate links to applicable policies and procedures may be submitted as documentation for this precondition.)

**Precondition #4. The unit has a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.**

4.1 The mission of the institution and the unit.

4.2 The unit's philosophy, purposes, professional commitments, and dispositions.

4.3 Knowledge bases including theories, research, the wisdom of practice, and education policies;

4.4 Performance expectations for candidates, including a description of their alignment with applicable professional, state, and institutional standards

4.5 A description of the system by which candidate performance is regularly assessed.

**Precondition #5. The unit regularly monitors and evaluates its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates.**

5.1 A brief description of the unit's system for evaluation of its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates.

**Precondition #6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs, and can provide summary reports of candidate performance at exit.**

6.1 A photocopy of published documentation (e.g., from a catalog, student teaching handbook, application form, or a webpage) listing the basic requirements for entry to, retention in, and completion of professional education programs offered by the institution, including any nontraditional/alternative and off-campus programs.

6.2 A brief summary of candidate performance on assessments conducted for admission into programs and exit from them. This summary might include (1) the portion of Title II documentation related to candidate admission and completion that was prepared for the state and (2) compilation of results on the unit's own assessments.

**Precondition #7. In states with a program approval process, the unit's programs are approved by the appropriate state agency or agencies.**

7.1. Most recent state approval letters, listing or appending a list of approved programs. If any program is not approved, the unit must provide a statement that it is not currently accepting new applicants into the non-approved program(s). For programs that are approved with qualifications or are pending approval, the unit must describe how it will bring the program(s) into compliance.

**Precondition #8. If the institution is located in a non-partner state or in a partner state that requires the submission of program reports for national review through NCATE, the unit has submitted program reports for each program for which NCATE has approved program standards.**

8.1 A list of program reports that have been submitted to NCATE. (See [program reviews](#) [hyperlink]; check [state protocols](#) [hyperlink] to determine whether program reports must be submitted to NCATE.)

**Precondition #9. The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the U.S. Department of Education.**

9.1 Current accreditation letter and/or report that indicates accreditation status according to the terms stated above.