



NCATE Standards Overview

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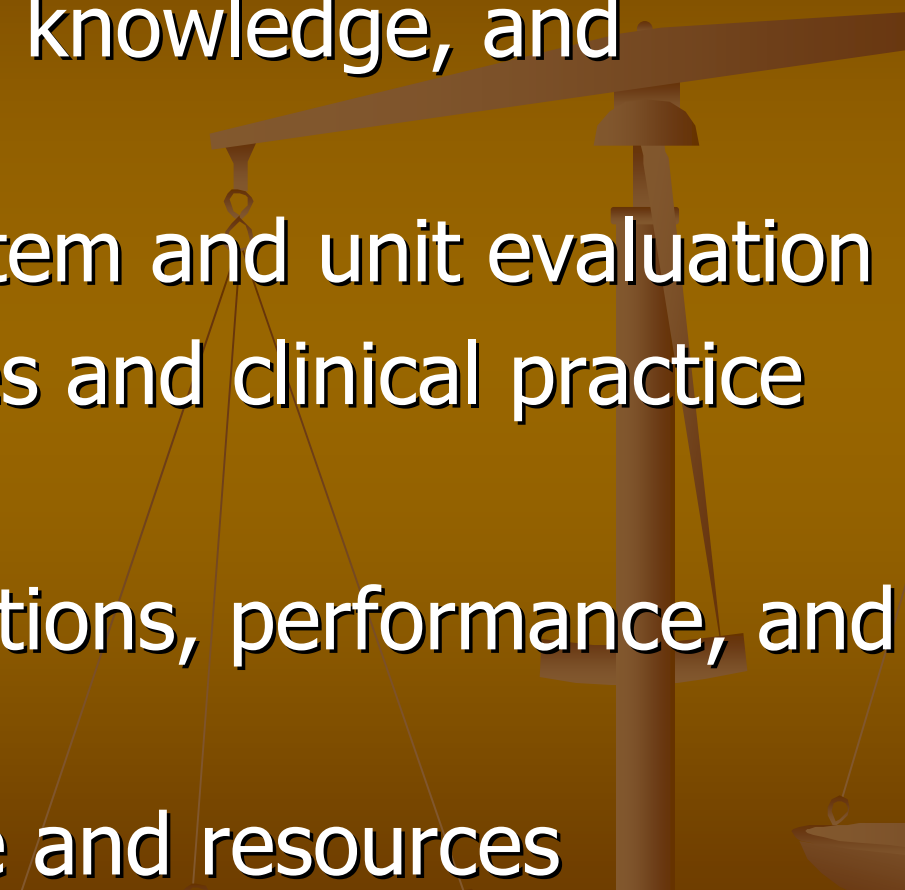
What does “performance-based accreditation” mean?

- Performance-based accreditation means accreditation based on results, results that demonstrate that candidates know the subject matter and can teach effectively so that all students learn.
- Program Standards will need to be performance-based.

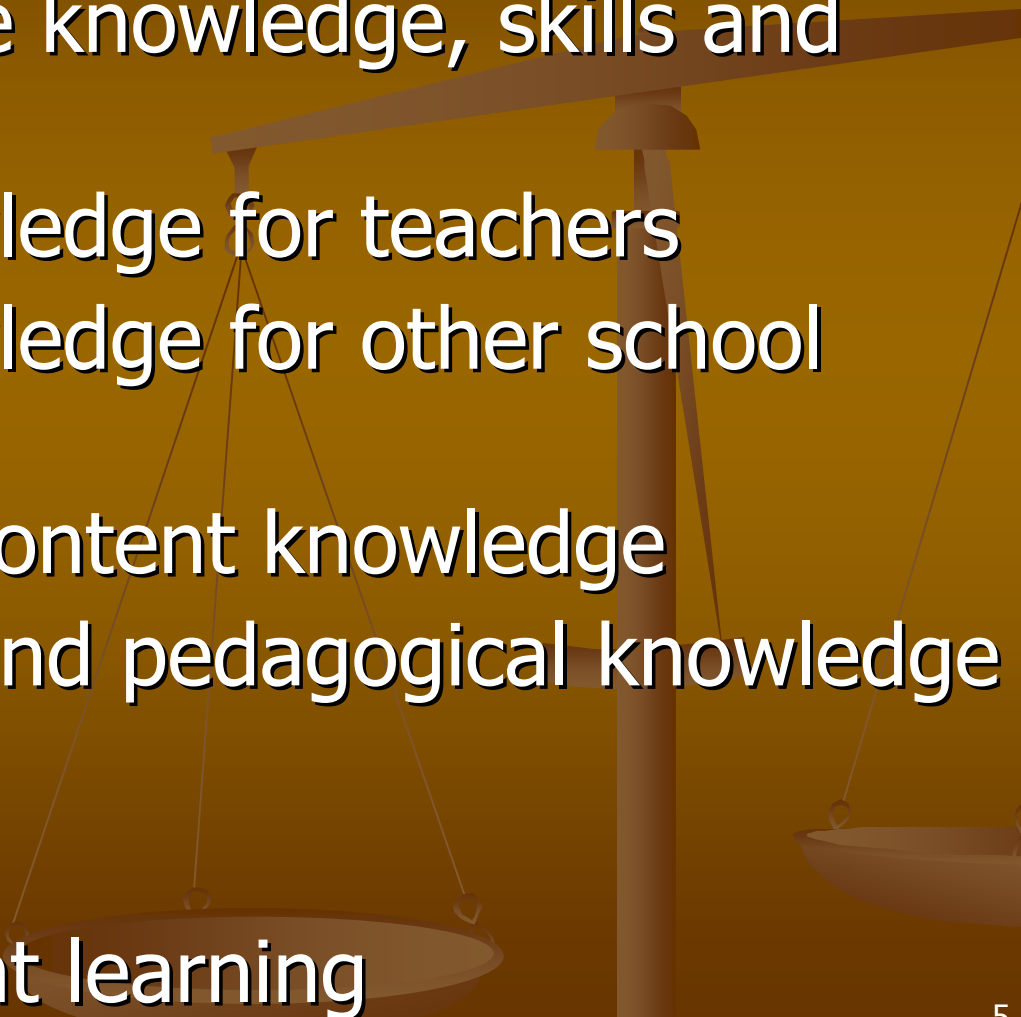
Structure of the Unit Standards

- Six unit standards
- Apply to all programs, initial teacher preparation and advanced
- Divided into two categories: CANDIDATE PERFORMANCE and UNIT CAPACITY
- Include the standard, a rubric, and an explanation

NCATE Unit Standards

- Candidate skills, knowledge, and dispositions
 - Assessment system and unit evaluation
 - Field experiences and clinical practice
 - Diversity
 - Faculty qualifications, performance, and development
 - Unit governance and resources
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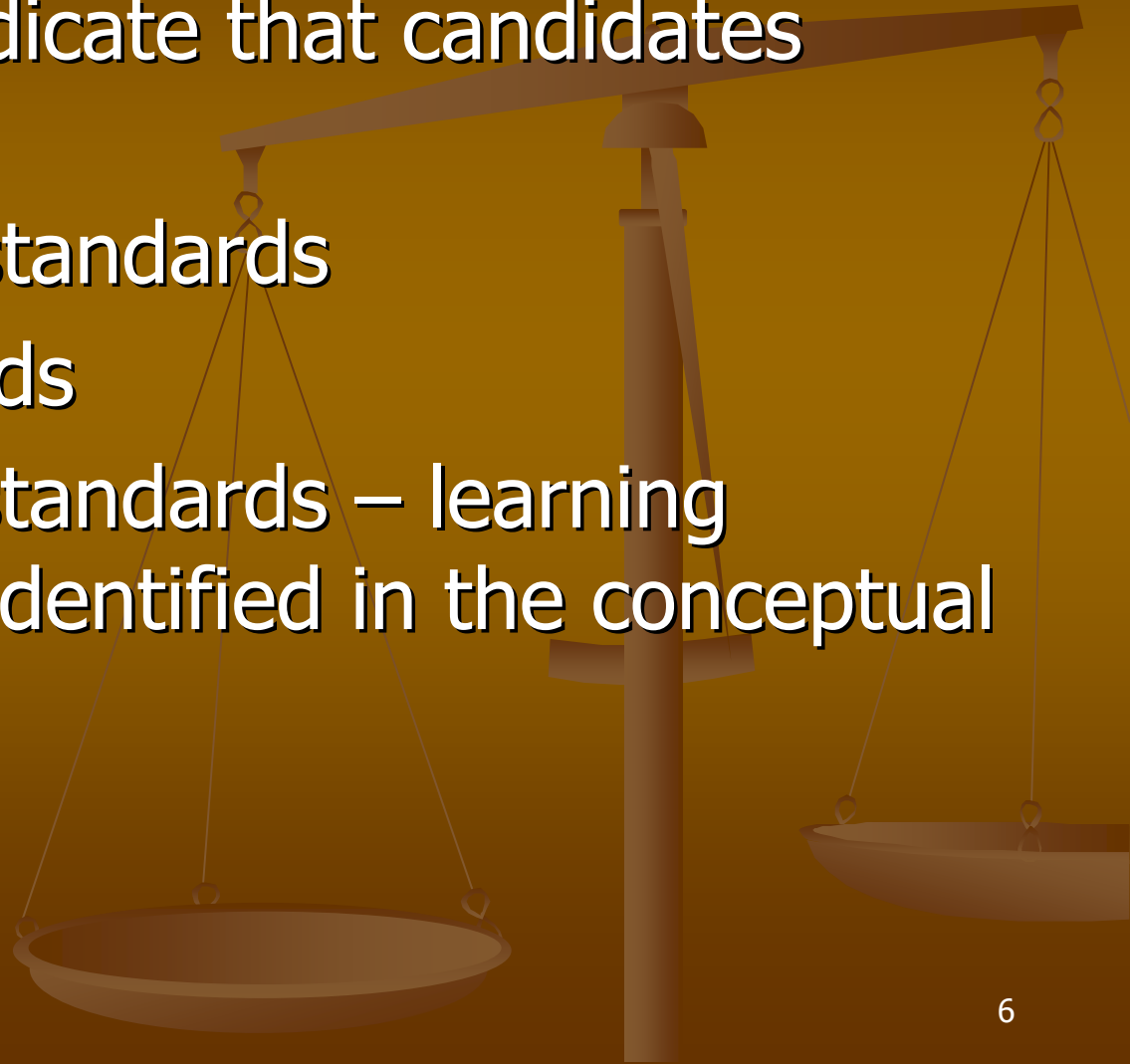
Standard #1 Candidate Knowledge, Skills, and Dispositions

- Candidates have knowledge, skills and dispositions
 - Content knowledge for teachers
 - Content knowledge for other school personnel
 - Pedagogical content knowledge
 - Professional and pedagogical knowledge and skills
 - Dispositions
 - Focus on student learning
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Standard #1 Candidate Knowledge, Skills and Dispositions

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- Assessments indicate that candidates meet
 - Professional standards
 - State standards
 - Institutional standards – learning proficiencies identified in the conceptual framework



Assessing the quality of candidate assessments

- Assessments should address the standard(s) and be consistent with the conceptual framework
- Assessments should be consistent across the program and/or unit
- Summarized data should suggest that most candidates are able to successfully complete the assessment
- Assessments should improve instruction

Evaluating Performance Based Assessments

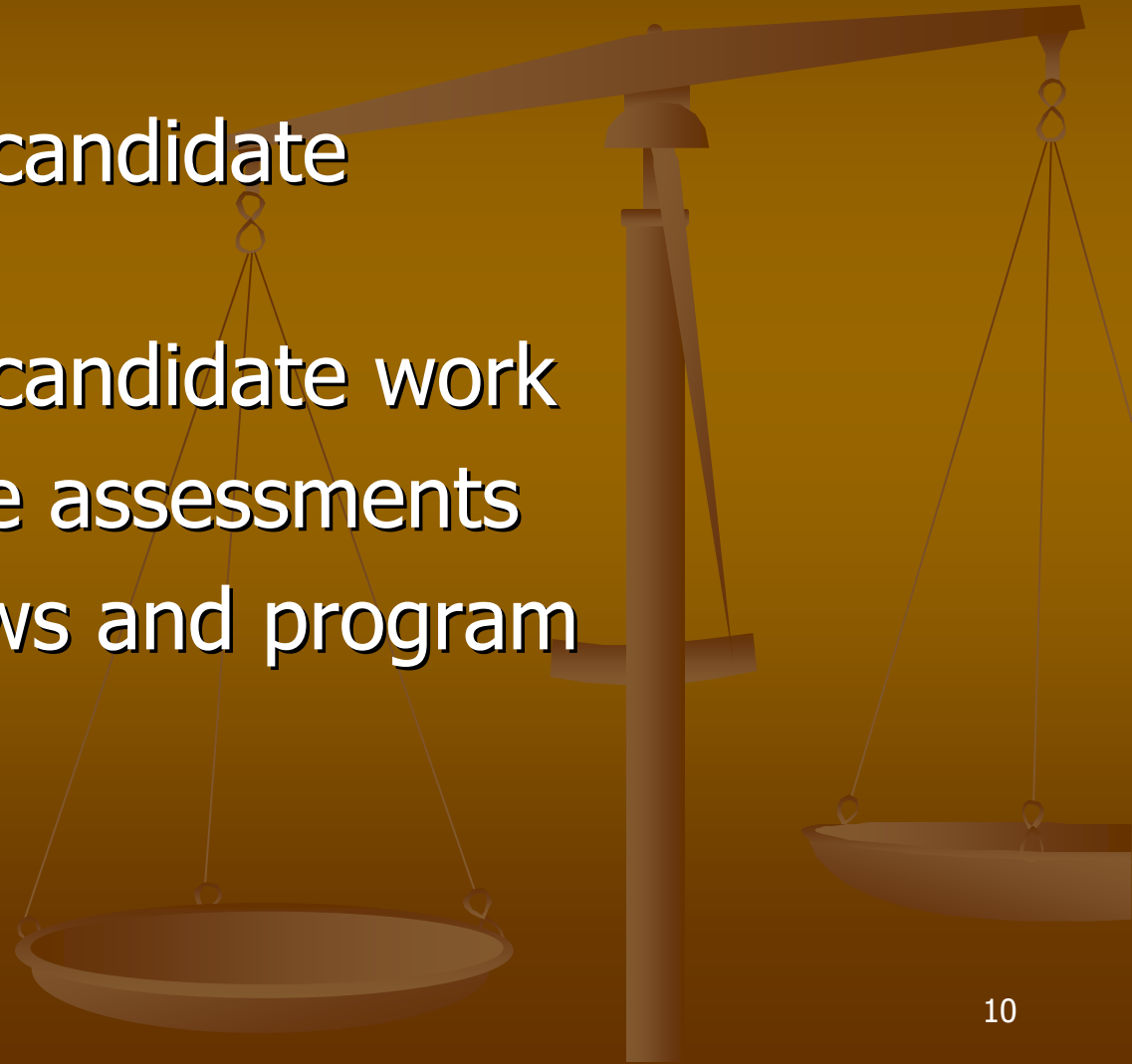
- **Fairness:** Do candidates have an opportunity to learn the material?
- **Instructional Sensitivity:** Is the assessment appropriate for what is being assessed?
- **Transfer:** Does the assessment allow generalization about candidate skills?

Evaluating Performance-Based Assessments

- Content quality: Is the content related to unit goals and objective? Is the assessment consistent with the best current understanding of the subject matter?
- Cognitive complexity: Does the assessment require the student to pursue complex thinking and problem solving?

Types of Evidence

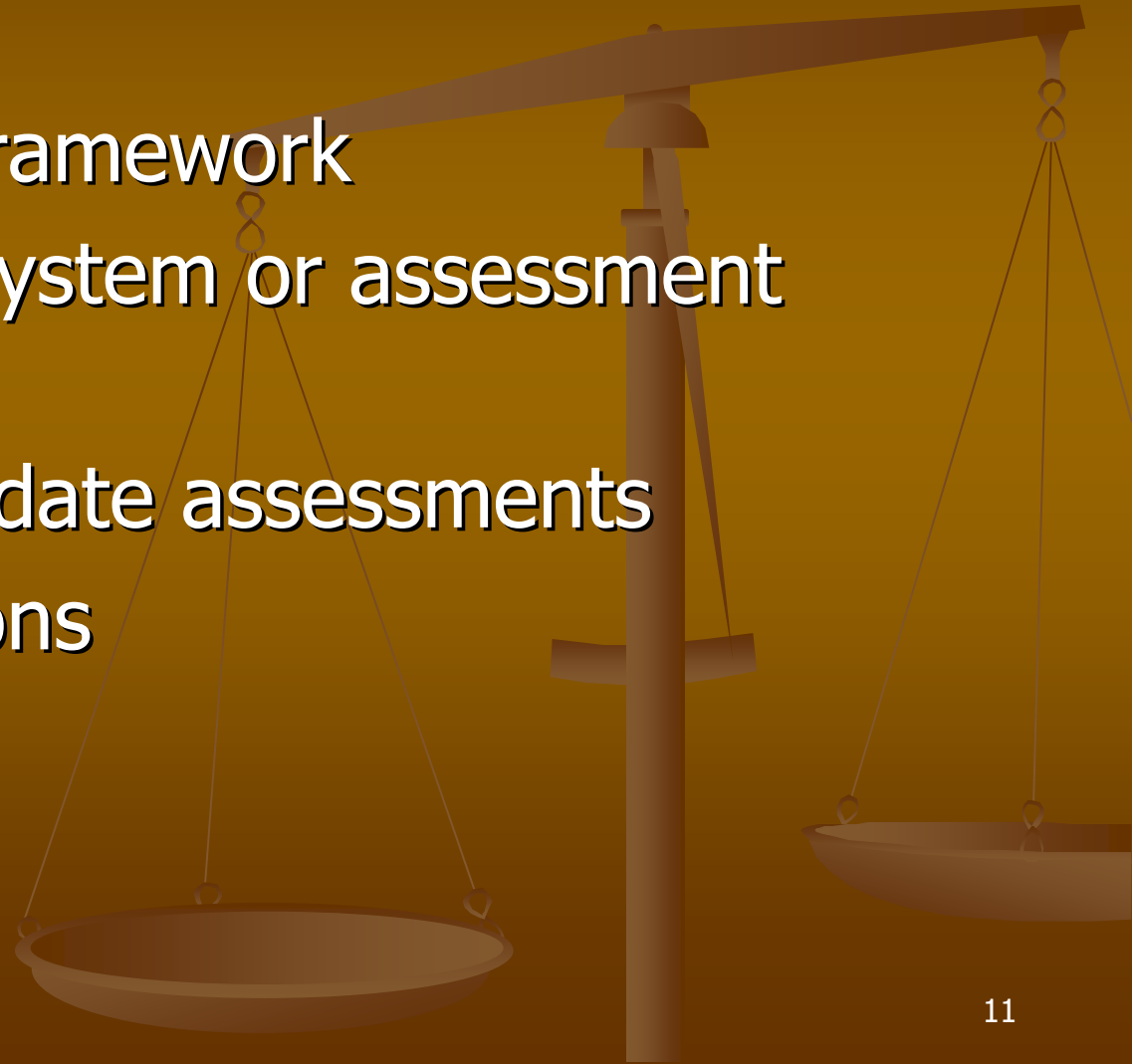
- Standard 1
 - Summaries of candidate assessments
 - Summaries of candidate work
 - Results of state assessments
 - Program reviews and program review docs



Types of Evidence

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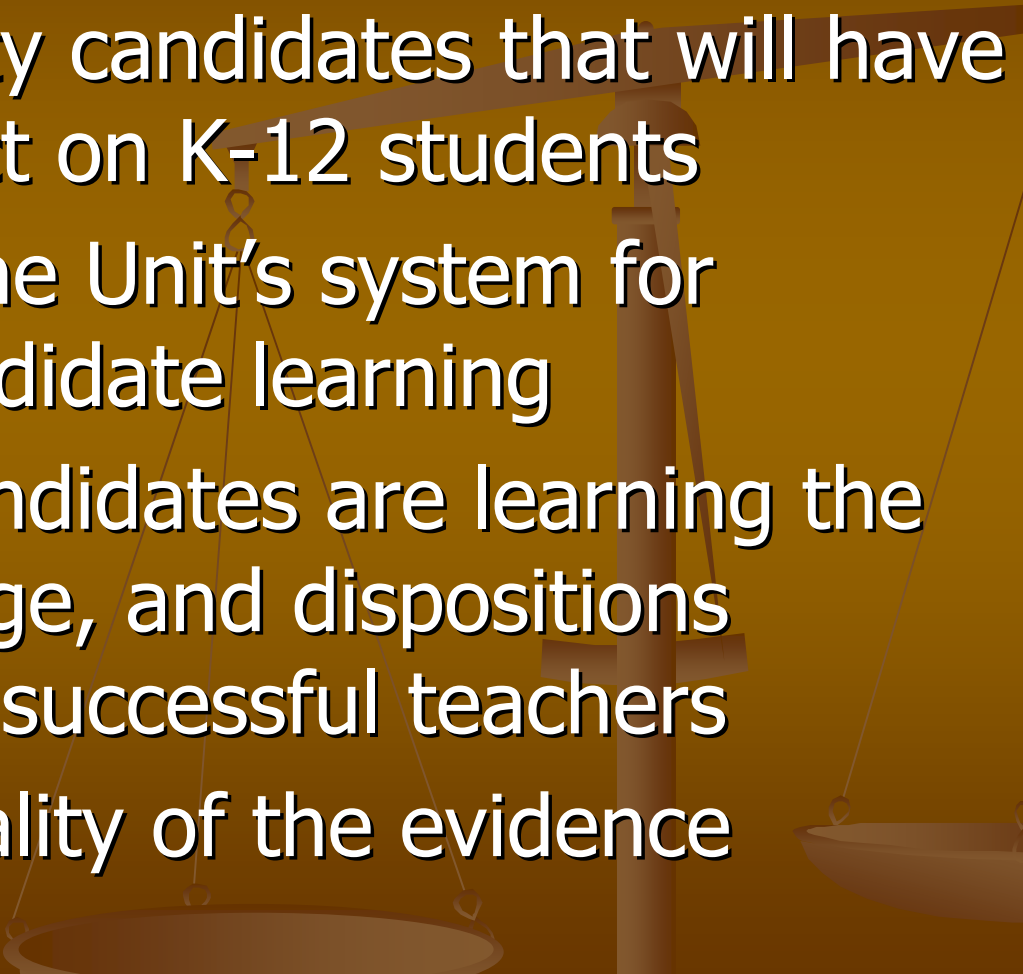
- Standard 2
 - Conceptual Framework
 - Assessment system or assessment system plans
 - Sample candidate assessments
 - Unit evaluations



Performance data must be summarized and sampled:

- Time does not allow BOE to view each candidate's work and/or look for data
- The unit is responsible for making links between evidence and standards
- BOE teams making judgments about the unit and its programs, not individual students

The role of the on-site team:

- To determine whether the unit is producing quality candidates that will have a positive impact on K-12 students
 - Understand the Unit's system for assessing candidate learning
 - Verify that candidates are learning the skill, knowledge, and dispositions needed to be successful teachers
 - Judge the quality of the evidence presented
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The Exhibit Room should include:

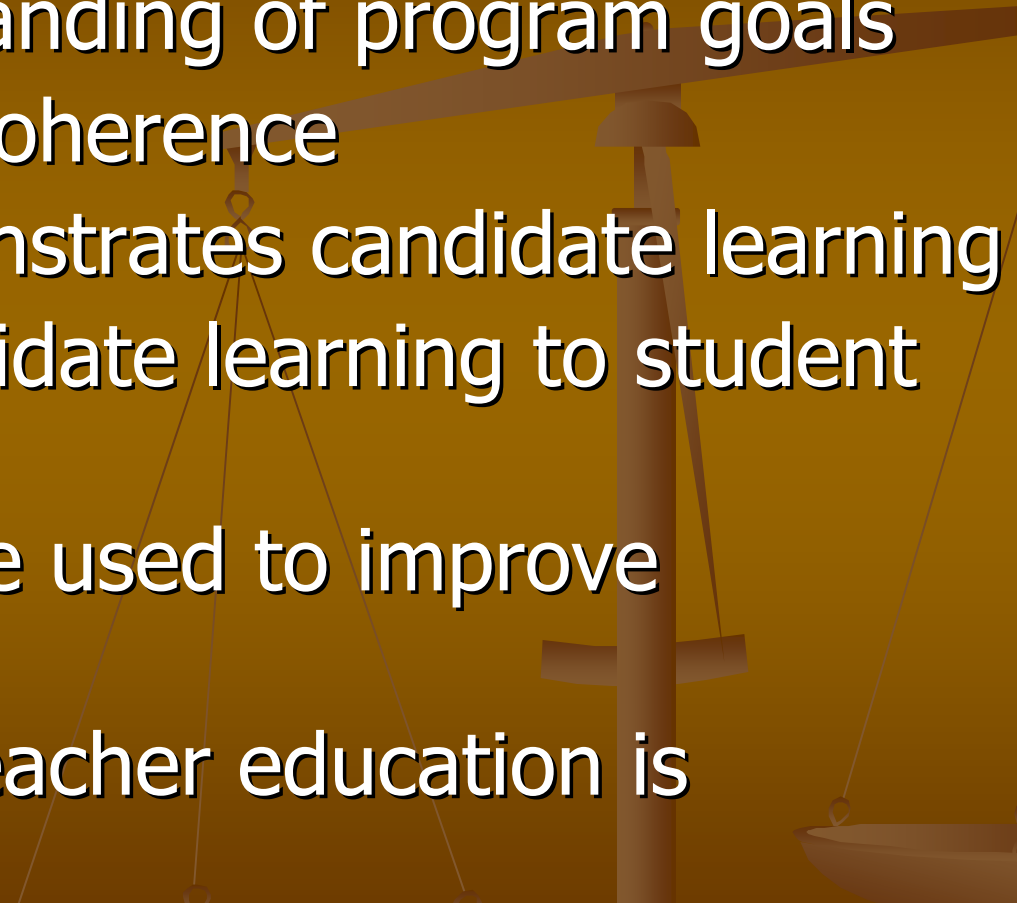
- Evidence that is clearly labeled and keyed to the standards
- Evidence from external and internal sources that is currently being collected
- Assessment evidence that is presented in summary form
- Evidence that demonstrates that previously cited areas for improvement have been met

The Exhibit Room should include:

(continued)

- Internal and external evidence already being collected that demonstrates that the unit is meeting the standards, including state test scores, employers and graduate surveys, assessments of F.E.
- Performance-based evidence or a plan for an assessment system that is consistent with the NCATE Transition Plan

What will be the results of performance-based accreditation?

- Clearer understanding of program goals
 - More program coherence
 - Data that demonstrates candidate learning
 - Links from candidate learning to student learning
 - Data that can be used to improve programs
 - Evidence that teacher education is important
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So, how's performance-based accreditation going?

- Most institutions report improved programs as a result of the process
- Institutions are struggling with how to standardize assessments across programs and ensure that they are graded consistently
- Change is hard, but institutions seem to be rising to the challenge.

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