

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION**



**NCATE/NCDPI 2007 CONTINUING
ACCREDITATION RESOURCE MANUAL
FOR FACULTY AND STAFF**

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TABLE OF CONTENTS

Preface

NC Department of Public Instruction and National Council
for the Accreditation of Teacher Education

Overview of the Accreditation Process
Goals of the NCATE/NCDPI 2007 Visit
Leadership for the NCATE/NCDPI Continuing Accreditation Visit
Chancellor
Provost and Vice Chancellor for Academic Affairs
Dean of School of Education
Steering Committee

Documentation and Data Collection

NCATE Accreditation

NCATE Standards

NCDPI Accreditation

North Carolina Program Approval Standards
Core Standards
Diversity Standards
Technology Standards
Standards for the Master's Degree/Advanced Competencies License
NC Specialty Area Standards (Website)

Committees

NCATE/NCDPI Steering Committee

Committees NCATE/NCDPI Continuing Accreditation Visit

References

Appendix: Glossary of Terms

PREFACE

This resource manual is designed to assist Fayetteville State University prepare for the continuing accreditation visit scheduled for spring 2007. The continuing accreditation visit will be under the NCATE 2000 Standards and the new North Carolina Program Approval Standards. An NCATE Board of Examiners Team and an NC Department of Public Instruction Team will conduct the on-site visit to ensure that all standards are continuing to be met. All standards were met during the 2002 visit and no weaknesses were cited for both NCATE and NCDPI.

This manual will also serve to familiarize faculty with the accreditation process and provide resources which will be important to the spring 2007 continuing accreditation visit. Both the NCATE standards and the NC Program Approval Standards are included in the manual. You will receive supplements and updates focusing on accreditation periodically. Whether you are a novice to the accreditation process or whether you have participated in accreditations before, the information contained in this manual should serve as a reference for you as you prepare your report.

The accreditation process is an integral part of our self-renewal to continue providing quality programs that have rigor and relevance. Accreditation is also a team effort and must have the involvement of the entire university community.

I am pleased to share this manual with you and look forward to your participation in this important external review from NCATE and NCDPI.

Joseph F. Johnson, Dean
School of Education

NC Department of Public Instruction and National Council for the Accreditation of Teacher Education

Overview of the Accreditation Process

All institutions preparing teachers for initial licensure in NC must be accredited by the NC Department of Public Instruction (NCDPI) and must achieve and maintain unit accreditation from the National Council for the Accreditation of Teacher Education (NCATE). The agreement developed between NCATE and NCDPI (NCATE/State Partnership Agreement) specifies the roles that NCATE and NCDPI will play in the accreditation process. NCATE reviews the unit and NCDPI reviews the specialty area programs to ensure that standards for both the unit and programs are met.

During the spring of 2007, Fayetteville State University will participate in a continuing accreditation visit from NCATE/NCDPI. The School of Education will be the major focus of the NCATE/NCDPI joint accreditation visit; however, the accreditation process will require collaboration and participation from the College of Humanities and Social Sciences, the College of Basic and Applied Sciences, and the School of Business and Economics. Collaboration between the college and the schools helps promote shared accountability for teacher preparation at the university.

For NCATE, continuing accreditation signifies that the unit has met each of the six standards. Similarly, the specialty area programs at the state level must provide evidence of meeting each standard to receive continuing accreditation designation. Currently, continuing accreditation visits occur every five years. After a successful reaccreditation visit in 2007, the visits will occur every seven years.

Goals of the NCATE/NCDPI 2007 Visit

The goals of the joint NCATE/NCDPI visit are:

- To assess the extent to which the School of Education meets the NCATE and NCDPI accreditation standards.
- To provide a basis for re-examining the conceptual framework of the School of Education.
- To produce an NCATE accreditation report and NCDPI specialty area reports (with supporting documents) to be used during the joint onsite visit.
- To develop a sense of cohesiveness among all members of the university community involved in the teacher education program.

Leadership for the NCATE/NCDPI Continuing Accreditation Visit

Involvement of the leadership team in the NCATE/NCDPI continuing accreditation visit is central to the success of the process. Administrators from across the university will serve in ex officio capacities on all committees.

Chancellor: The Chancellor has the major role of ensuring that the NCATE/NCDPI continuing accreditation visit is taken seriously and that there is continuing support for the process. The chancellor will provide leadership by:

- Apprising the Board of Trustees of matters related to the upcoming visit.
- Reviewing report drafts and providing commentary.
- Ensuring the implementation of follow-up activities from the results of the accreditation visit.

Provost and Vice Chancellor for Academic Affairs: The Provost and Vice Chancellor for Academic Affairs has the major responsibility for ensuring a comprehensive review of the accreditation process. The Provost will provide leadership by:

- Appointing leadership for the NCATE/NCDPI continuing accreditation visit.
- Ensuring the provision of adequate resources to conduct the NCATE/NCDPI continuing accreditation visit.
- Approving the budget for the NCATE/NCDPI continuing accreditation visit and providing support and commentary as necessary.

Dean of the School of Education : The Dean of the School of Education oversees the NCATE/NCDPI preparation process. The Dean will provide leadership by:

- Maintaining communications with the visiting team chairs.
- Ensuring that institutional leadership is informed of the resources required to conduct the NCATE/NCDPI continuing accreditation visit, and seeking appropriate support.
- Serving on the Steering Committee.
- Serving as the liaison between the NCATE/NCDPI staff representative and the university.
- Overseeing the development of the required continuing accreditation reports.
- Ensuring that the institutional community is informed of the purpose and progress of the NCATE/NCDPI continuing accreditation visit.
- Ensuring appropriate institutional review of preliminary working drafts and approval of the final draft of the continuing accreditation reports.
- Overseeing all arrangements related to the visiting committee.
- Ensuring that appropriate rejoinders are submitted by NCATE and NCDPI.

Steering Committee: The Steering Committee has the primary responsibility for planning and organizing the NCATE/NCDPI continuing accreditation process. The Steering Committee, under the leadership of the chair, will be responsible for:

- Coordinating the NCATE/NCDPI continuing accreditation activities of committees.
- Monitoring the progress of the committees and of the NCATE/NCDPI continuing accreditation visit.
- Disseminating information about the NCATE/NCDPI continuing accreditation visit.
- Assisting in collecting and analysis of data and materials.
- Reviewing drafts and reports from the committees.
- Mediating viewpoints among the standards committees.
- Overseeing the final editing of the NCATE and NCDPI institutional reports and other appropriate accreditation documents.

Documentation and Data Collection

The Steering Committee will coordinate data collection and facilitate the collection of institutional data pertinent to the NCATE/NCDPI continuing accreditation visit. Committee chairs should work with the Chair of the Steering Committee and the Director of Institutional Research to locate information or conduct data analysis.

The collection of university-wide data will be a shared responsibility of the NCATE/NCDPI continuing accreditation visit staff, the Steering Committee, and the committees. The committees will have the primary responsibility of obtaining information relevant to their areas of study and evaluation. The NCATE/NCDPI continuing accreditation visit staff and Steering Committee will assist in identifying sources of information, in collecting some university-wide data, and in specifying the content of the departmental and unit reports.

The Office of Institutional Research will make available the compendium of existing institutional information. This will include general information on the university and data on admissions, enrollment, financial aid, housing, faculty and staff, revenue and expenditures, research programs, the library, physical facilities, the athletic program, and counseling and placement. Committees will solicit information directly from the appropriate administrative units. Requests for departmental information will be channeled through the NCATE/NCDPI continuing accreditation visit office for better coordination.

Departments and units may conduct studies/surveys and provide the results to the principal committees. When these results are available, the principal committees should use them and avoid re-surveying populations.

NCATE ACCREDITATION

During our successful 2002 visit, the NCATE 2000 standards were used for the first time. NCATE 2000 standards are performance based and focus on what candidates should know and be able to do, especially as their knowledge, skills, and dispositions relate to P-12 learning and achievement. The 2000 standards are still in effect. There have been minimal changes to the NCATE standards. A major responsibility of the unit for NCATE 2007 is to continue developing a performance-based assessment system. Assessment is the cornerstone of performance based standards. The assessment system should include multiple assessments from internal and external sources.

The NCATE Transition Plan, which was in effect during the 2002 visit, ended fall 2004. Institutions with visits in the spring of 2005 and beyond are required to meet the expectations listed below:

- A. Units are expected to have developed and implemented internal performance assessments. For example,
 - 1. the assessment instruments should be based on professional/state/institutional standards
 - 2. assessment instruments and criteria/rubrics should be developed
 - 3. assessment instruments and criteria/rubrics should be in use
 - 4. data collection should be in process; analysis should have begun
 - 5. testing for accuracy, consistency and fairness should be occurring

- B. Units are expected to have an assessment system in place and operating. The assessment system should address:
 - 1. transition points
 - 2. major assessments
 - 3. the design for data collection, analysis, summary and use
 - 4. measures that address unit operations
 - 5. description of the use of information technology to maintain the system

- C. Units are expected to have performance data from the following sources:
 - 1. state licensing exams (where applicable)
 - 2. program review reports or state reviews of programs
 - 3. graduate/employer surveys
 - 4. assessments of clinical practice
 - 5. other key assessments as identified in unit assessment systems

Institutions should also have summarized data from assessments (e.g., PRAXIS, key assessments, follow-up surveys) for review.

The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit's conceptual framework and evidence that demonstrates that

the six standards are met. Currently, the IR is limited to 100 pages. Sixty days prior to the visit, the unit submits two copies of the institutional report and catalog(s) to NCATE. The institution must also send one copy of the report and catalogs to each BOE team member, the state consultant, and any other state representatives on the team. (The report and catalogs may be sent electronically.)

NCATE Standards

Standard 1: 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.

Standard 2: The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Standard 3: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5: Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: 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.

Changes to Standard 1: Candidate Knowledge, Skills and Dispositions

The NCATE Executive Board adopted the following additions to the rubrics to Standard 1 at its May 2003 meeting. Under the rubric for *Content Knowledge* the rubrics will now include an additional sentence for each proficiency level for the element on content knowledge for teacher candidates and for the element on content knowledge for other professional school personnel.

CONTENT KNOWLEDGE

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

| Unacceptable | Acceptable | Target |
|---|--|---|
| Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure. | Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure. | 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. All program completers pass the academic content area examinations in states that require such examinations for licensure. |

Content Knowledge for Other Professional School Personnel

| | | |
|---|---|---|
| Candidates for other professional school roles have an inadequate understanding of their field and cannot give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the unit's program completers pass the content examinations in states that require such examinations for licensure. | Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require such examinations for licensure. | Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis. All program completers pass the content examinations in states that require such examinations for licensure. |
|---|---|---|

Changes to Standard 6: Unit Governances and Resources

Under the rubric for *Unit Budget* the paragraph under “Acceptable” should appear under “Target,” and the paragraph under “Target” should appear under “Acceptable.”

UNIT BUDGET

ACCEPTABLE

The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

TARGET

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

The INTASC and NBPTS standards may be accessed through the School of Education’s web page: <http://www.uncfsu.edu/soe>

INTASC (Interstate New Teacher Assessment and Support Consortium)

NBPTS (National Board for Professional Teaching Standards)

NCDPI ACCREDITATION

In 2002, the NC Program Approval Standards and the specialty area standards were approved by the NC State Board of Education. A committee of NC teachers and higher education representatives developed the NC Program Approval Standards. The standards were based on and designed to be compatible with standards and guidelines from professional organizations (e.g., NCATE, National Association for the Education of Young Children, National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, National Middle School Association), and national standards such as INTASC, (Interstate New Teacher Assessment and Support Consortium), and NBPTS (National Board for Professional Standards). The 2002 NC Program Approval Standards are complementary and more closely related and coordinated with the NCATE standards.

Each program area (e.g., elementary, middle grades, English, math, biology, social studies, reading, school administration), both initial and advanced, must complete the North Carolina Specialty Area Report (NC SAR) that describes how each program area is meeting state standards. The state report includes the conceptual framework, the twelve Program Approval Standards, and the individual program specialty area standards. Institutions must also provide evidence that:

- they meet the state mandates such as receiving NCATE 's recommendation on unit accreditation (or equivalent accreditation).
- candidates maintain a 70% pass rate on PRAXIS II.
- candidates maintain a 95% conversion rate in the Initial Licensure Program.
- methods faculty hold current NC licenses.

For continuing accreditation, the institution sends:

- one copy of each program report to the state team chair.
- one copy of the individual specialty area report to the team member who is responsible for reviewing that report.
- one copy to the person serving as the NCATE Liaison.
- two copies to the Department of Public Instruction, 60 days in advance of the visit.

NORTH CAROLINA PROGRAM APPROVAL STANDARDS

Conceptual Framework

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

1. CANDIDATE PERFORMANCE

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. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Standard 1A: Undergraduate Candidate Qualifications

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (PRAXIS I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

Standard 1B: Licensure-only Candidates

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure.

Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

II. PROGRAM CAPACITY

Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 3A: Field Experiences and Clinical Practice

Sequentially planned field experiences for undergraduate degree-seeking candidates begin early in a candidate's program and culminates in a continuous and extended minimum ten-week period of student teaching in the area in which the candidate is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and candidates occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students, in public school settings.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

Standard 5A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

Standard 5B: Part-time Faculty

The use of part-time faculty members does not detract from the quality of the program.

Standard 6: Program Governance and Resources

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

Standard 6A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, doctorate. Each advanced degree program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.

Requirements

- 70% Pass Rate on NTE Specialty Area/PRAxis II exams
- 95% Conversion Rate in Initial Licensure Program
- Certification of Methods Faculty
- NCATE or TEAC (Teacher Education Accreditation Council) Accreditation

The core standards represent what a teacher in NC should know and be able to do. The diversity standards are designed to help candidates develop the knowledge, skills, and dispositions to ensure success for all students.

The technology standards are designed for beginning teachers to demonstrate their knowledge, skills, and dispositions in using technology, as defined in the technology standards, in teaching, learning, assessment and in field experiences.

Core Standards

Core Standard 1: Teachers know the content they teach.

- Indicator 1: Teachers have a broad knowledge of content.
- Indicator 2: Teachers know the content appropriate to their teaching specialty.
- Indicator 3: Teachers understand the ways in which their teaching area connects to the broad curriculum.
- Indicator 4: Teachers know relevant applications of the content they teach.

Core Standard 2: Teachers know how to teach students.

- Indicator 1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.
- Indicator 2: Teachers use a variety of methods to teach students.
- Indicator 3: Teachers are expert communicators.
- Indicator 4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.
- Indicator 5: Teachers have strong and current technology skills.
- Indicator 6: Teachers plan instruction that is appropriate for the students they teach.
- Indicator 7: Teachers use a variety of methods to assess what students have learned.
- Indicator 8: Teachers teach communication, thinking, and problem solving skills.
- Indicator 9: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.
- Indicator 10: Teachers instill a love of learning and self-confidence based on achievement.
- Indicator 11: Teachers align their instruction with the required curriculum.

Core Standard 3: Teachers are successful in teaching a diverse population of students.

- Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
- Indicator 2: Teachers treat students as individuals.

- Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.
- Indicator 4: Teachers adapt their teaching for the benefit of students with special needs.
- Indicator 5: Teachers work collaboratively with families and significant adults in the lives of their students.

Core Standard 4: Teachers are leaders.

- Indicator 1: Teachers lead in their classroom.
- Indicator 2: Teachers lead in the school.
- Indicator 3: Teachers lead in advocating for schools and children.
- Indicator 4: Teachers function effectively in a complex, dynamic environment.
- Indicator 5: Teachers meet high ethical standards of practice.
- Indicator 6: Teachers support the teaching profession.

Core Standard 5: Teachers are reflective about their practice.

- Indicator 1: Teachers analyze the results of teaching.
- Indicator 2: Teachers collaborate with their colleagues.
- Indicator 3: Teachers use research in their classrooms.
- Indicator 4: Teachers continue to grow professionally.

Core Standard 6: Teachers respect and care about students.

- Indicator 1: Teachers enjoy spending time in the company of children and young adults.
- Indicator 2: Teachers learn all they can about each of their students.
- Indicator 3: Teachers maintain the dignity of each student.
- Indicator 4: Teachers express pride in their students' accomplishments.

Diversity Standards

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.

- Indicator 1: Teachers select, evaluate and incorporate unbiased instructional materials.
- Indicator 2: Teachers use multiple strategies to address the needs of individual learners.
- Indicator 3: Teachers create a safe, inclusive and caring environment in which all students can learn.
- Indicator 4: Teachers use a variety of assessment procedures/instruments.

Standard 2: Teachers understand how students' cognitive, physical, sociocultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

- Indicator 1: Teachers seek and apply good matches among instructional goals, methods, and materials, and students' skills and abilities.
- Indicator 2: Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.
- Indicator 3: Teachers modify instruction and assessment to meet the needs of the individual student.

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

- Indicator 1: Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.
- Indicator 2: Teachers recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.

- Indicator 3: Teachers make links with the learners' other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.
- Indicator 4: Teachers talk with and listen to the students, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilizes this diversity to strengthen the classroom environment to meet the needs of individual learners.

- Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.
- Indicator :2 Teachers provide opportunities for students and their families to share their diversities.
- Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.
- Indicator 4: Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitude, and behaviors to enable them to understand how their attitudes affect their behaviors.

Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

- Indicator 1: Teachers become strong advocates for educational equity.
- Indicator 2: Teachers continually refine practices that address the individual needs of diverse learners.
- Indicator 3: Teachers are proactive and deliberate in promoting and fostering respect among students.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

- Indicator 1: Teachers identify own biases and reflect on them in terms of practice.
- Indicator 2: Teachers provide equity and access to learning in classrooms.

Technology Standards

Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.

- Indicator 1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- Indicator 2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

- Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Indicator 2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.
- Indicator 3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.
- Indicator 4: Teachers plan for the management of technology resources within the context of learning activities.
- Indicator 5: Teachers plan strategies to manage student learning in a technology-enhanced environment.

Standard 3: Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

- Indicator 1: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
- Indicator 2: Teachers use technology to support learner-centered strategies that address the diverse needs of students.
- Indicator 3: Teachers apply technology to develop students' higher order skills and creativity.
- Indicator 4: Teachers manage student learning activities in a technology-enhanced environment.

Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

- Indicator 1: Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Indicator 2: Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Indicator 3: Teachers apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Standard 5: Teachers use technology to enhance their productivity and professional practice.

- Indicator 1: Teachers use technology resources to engage in ongoing professional development and lifelong learning.
- Indicator 2: Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Indicator 3: Teachers apply technology to increase productivity.
- Indicator 4: Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

- Indicator 1: Teachers model and teach legal and ethical practice related to technology use.
- Indicator 2: Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- Indicator 3: Teachers identify and use technology resources that affirm diversity.
- Indicator 4: Teachers promote safe and healthy use of technology resources.
- Indicator 5: Teachers facilitate equitable access to technology resources for all students.

Standards for the Master's Degree/Advanced Competencies License

Teachers granted the new master's degree/advanced competencies license are expected to have demonstrated the following characteristics, behaviors, understandings, and skills of master teachers which are derived from research findings, reports of best practice, the National Board for Professional Teaching Standards, the North Carolina Department of Public Instruction guidelines for graduate programs, and the National Council for the Accreditation of Teacher Education standards for advanced programs. The standards for the master's degree/advanced competencies license derived from that report are detailed below.

A. Instructional Expertise

Applies the theoretical, philosophical, and research bases for educational practice in elementary, middle, and secondary school classrooms to improve student learning. Plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.

- Reads educational literature critically, including theoretical, philosophical, and research materials;
- Analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice;
- Designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice; and
- Incorporates findings from educational literature into school and classroom strategies to improve student learning.

B. Knowledge of Learners

Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning styles.

- Designs and modifies instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity;

- Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity;
- Creates a classroom environment in which all learners feel welcome and can be successful; and
- Reflects on, diagnoses, and prescribes instruction that fosters student learning.

C. Research Expertise

Understands and employs methods of research to examine and improve instructional effectiveness and student achievement.

- Investigates and solves educational problems through data-gathering, action research, and evaluation of student learning, classroom processes, and school practices;
- Modifies instruction and learning environments based on assessment of student learning problems and successes;
- Monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.

D. Connecting Subject Matter and Learners

Understands and links subject matter and students' developmental and diverse needs in the context of school settings. Plans, implements, and evaluates instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs.

- Demonstrates appropriate depth and breadth of knowledge in the subject matter defined in the North Carolina course of study;
- Uses technology to create learning environments that support students' learning;
- Seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting; and
- Understands and respects differences between the learning behaviors and outcomes expected in diverse communities

E. Professional Development and Leadership

Demonstrates self-directed, self-reflective professional behavior and the importance of providing leadership to colleagues and communities through collaboration.

- Initiates professional inquiry through reading, dialogue, professional development, and action research;
- Seeks, evaluates, and applies well-grounded suggestions for improvement provided by educators, parents, students, and community leaders; and
- Participates in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building, school system, and community.

Specialty Area Standards

Specialty area standards for the following programs may be accessed through the School of Education's web page.

Core Standards
Diversity Standards
Technology Standards
Standards for Birth through Kindergarten Teachers
Standards for Elementary Teachers
Standards for Middle Grades Teachers
 Middle Grades Language Arts
 Middle Grades Math
 Middle Grades Science
 Middle Grades Social Studies
Standards for 9-12 English Teachers
Standards for 9-12 Mathematics Teachers
Standards for 9-12 Science Teachers
Standards for Art Teachers
Standards for Music Teachers
Standards for Physical Education Teachers
Standards for Health Education Teachers
Standards for Second Language Teachers
 Spanish K-12
Standards for English as a Second Language Teachers
Standards for Exceptional Children's Teachers

Behaviorally and Emotionally Disabled (Advanced)
Academically/Intellectually Gifted Teachers
Mental Disabilities
Specific Learning Disabilities (Advanced)
Special Education-General Curriculum (Initial)
Standards for School Administrators

Websites for Specialized Professional Associations (SPAs)
<http://www.ncate.org/institutions/programStandards/soe>

Committees

Committees will be organized around the NCATE 2000 Standards and the NCDPI Program Approval Standards. Committees will also be formed to address requirements of logistics, editing, budget, communications and information dissemination. Each specialty area program will submit names of individuals in their department(s) who will serve on a specific committee. All committees will be expected to complete assignments relevant to the purpose of the committee and any additional tasks in their assigned areas required by the Steering Committee.

NCATE/NCDPI STEERING COMMITTEE

Joseph F. Johnson, Dean
Chair of the Steering Committee
Charlotte Boger, NCATE/NCDPI Coordinator

Deans

Dr. Juliette Bell, College of Basic and Applied Sciences
Dr. Charles Davis, School of Business and Economics
Dr. Valentine James, College of Humanities and Social Sciences

Department Chairs

Dr. Sandra Shorter, Elementary Education
Dr. Frank Merchant, Health & Physical Education
Dr. Ernest McNeill, Middle Grades & Special Education
Dr. Gennifer Bell, Educational Leadership
Dr. Dwight House, Math & Computer Science
Dr. Ronald Johnston, Natural Sciences
Dr. Edward McShane, English & Foreign Languages
Dr. Rama Datta, Government and History
Dr. Harmon Watson, Performing and Fine Arts
Dr. Samuel Adu-Mireku, Sociology
Dr. Carolyn Jewel, Marketing and Business Education

Program Coordinators

Dr. Priscilla Leggett, Reading
Dr. Sandra Shorter, Elementary
B-K Coordinator
Dr. Cathy Kosterman, Special Education
Dr. Kimberly Burton, Middle Grades
MSA Coordinator
Ms. Jenny Washington, Math
Dr. Judy Fowler & Dr. David Izzo, English
Dr. Jose Franco-Rodriguez, Spanish
Dr. Stanley Johnson, History
Ms. Soni Martin, Performing and Fine Arts
Dr. Carolyn Jewell, Marketing and Business Education

Dr. Claude Hargrove, Faculty Senate Chair
Mrs. Hattie Bazemore, Director of Teacher Education
Director of Institutional Research
LEA Representatives
Community Leaders
Mr. Jerry Wilson, SGA President
Student Representatives

Tentative List of NCATE/NCDPI Committees

Steering Committee
Conceptual Framework
Standard 1: Candidate Knowledge, Skills and Dispositions
Standard 2: Assessment System and Unit Evaluation (NCATE)
Standard 2: Assessment System and Evaluation (NCDPI)
Standard 3: Field Experiences and Clinical Practice
Standard 4: Diversity
Standard 5: Faculty Qualifications, Performance, and Development
Standard 6: Unit Governance and Resources
Standard 6: Program Governance and Resources (NCDPI)

Assessment Committee
Technology Committee
Logistics Committee
Editing Committee
Budget Committee
Exhibit Committee

This list provides a sense of the possible accreditation committees as you plan to make your faculty assignments.

References

National Council for Accreditation of Teacher Education (NCATE). (2002). *Handbook for Continuing Accreditation Visits* .

National Council for Accreditation of Teacher Education. (revised August 2003). *BOE Template* .

National Council for Accreditation of Teacher Education (NCATE). (January 2004). *NCATE/State Partnership Protocol for Initial/Continuing/Probation Reviews of Professional Education Units in the State of North Carolina..*

North Carolina Department of Public Instruction. (2002). NC Program Approval Standards

APPENDIX: Glossary of Terms

GLOSSARY OF NCATE TERMS

Accreditation. A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality.

Accreditation Action Report. The report issued by the Unit Accreditation Board which indicates the unit's accreditation status and summarizes the weaknesses to which the unit must respond in its annual reports.

Advanced Preparation. Programs at post baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the graduate level.

Annual Report. The AACTE/NCATE Joint Data Collection Report that is required of all NCATE-affiliated institutions as a condition of accreditation. A compilation of these reports serves as primary documentation for Board of Examiner teams as they prepare for on-site accreditation visits.

Assessment System. A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

Benchmark. A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

Board of Examiners (BOE) Report. The report prepared by the Board of Examiners team that conducts the on-site accreditation review of a unit. The report describes how the unit meets the NCATE standards and cites any weaknesses in relation to the standards.

BOE Report Rejoinder . The written response a unit is required to submit following receipt of the BOE report. The rejoinder may take the form of a letter acknowledging the receipt of the report or a document that substantively responds to the report or the conduct of the team visit.

Candidacy for Accreditation. The status granted to a unit seeking initial accreditation that has established itself as a *precandidate* and has met the nine *preconditions for accreditation*.

Candidate Performance Data. Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year “portfolios” as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P-12 schools.

Certification. The process by which a nongovernmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. [The National Board for Professional Teacher Standards grants advanced certification.]

Clinical Faculty. School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

Clinical Practice. Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Content. The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, school psychology, reading, or school administration).

Continuing Accreditation. The accreditation decision rendered by NCATE following a successful accreditation visit five years after an institution’s professional education unit has been accredited. Accreditation is continued for as long as the unit continues to satisfy NCATE’s standards and requirements.

Continuing Accreditation with Conditions. An NCATE accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the conditions within two years after the decision was rendered.

Continuing Accreditation with Probation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses overall that place the unit's accreditation in jeopardy if they are left uncorrected. An accreditation visit that follows the protocol for an initial visit must be scheduled by the unit and take place within two years of the semester in which a probationary decision was rendered.

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Curriculum. Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Dispositions. The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Distance Learning. A formal educational process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time.

Diversity. Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

Elements of Standards. The major components of each standard that are described in the rubrics and explanations that accompany the standards. Board of Examiners teams will look for evidence that the unit and its programs address the elements.

Exceptionalities. A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Field Experiences. A variety of early and on going field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Full-time Faculty. Employees of a higher education institution with full-time assignments with the professional education unit as instructors, professors at different ranks, administrators, and professional support personnel.

General Education Knowledge. Theoretical and practical understanding generally expected of a liberally educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies from multicultural and global perspectives.

Global Perspective. An understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.

Governance. The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the institution.

Information Technology. Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

Initial Accreditation. The decisions rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements for the first time.

Initial Teacher Preparation. Programs at baccalaureate or post baccalaureate levels that prepare candidates for the first license to teach.

Institutional Report. A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the NCATE unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits. (See the *Handbook for Continuing Accreditation Visits* or the *Handbook for Initial Accreditation Visits* for details.)

Institutional Standards. The unit's declaration of the knowledge, skills, and dispositions expected of candidates preparing to teach or do other work in schools. The institutional standards should identify candidate proficiencies and be reflected in the unit's conceptual framework.

Interim Report. A report prepared by a unit that describes changes and improvements in, and evaluations of, the unit's programs since the previous program review. The interim report submitted one year before the unit's continuing accreditation visit, is reviewed by the SPA to continue program approval.

Internship. Generally, the post, licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience.

INTASC. The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Bases. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensure. The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

Nationally Recognized Program. A program that has met the standards of a specialized professional association that is a constituent member of NCATE. An institution's state-approved program also will be considered a *nationally recognized program* if the state program standards have been approved by the appropriate national association. [Nationally recognized programs are listed on NCATE's website or in the biennial guide of institutions with initial teacher preparation programs.]

NBPTS. The National Board for Professional Teacher Standards, an organization of teachers and other educators that has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

Other Professional School Personnel. Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

Part-time Faculty. Employees of a higher education institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Content Knowledge. The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge. The general concepts, theories, and research about effective teaching and introspective of content areas.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning.

Performance-based Licensing. Licensing based on a system of multiple assessments that measure a teacher candidate's knowledge, skills, and dispositions to determine whether he/she can perform effectively as a teacher or in another school specialty.

Performance-based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Performance-based Accreditation System. A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are “met” or “not met.” It contrasts with accreditation decisions based solely on course offerings, program experiences, and “inputs” as the evidence for judging attainment of professional standards.

Performance Criteria. Descriptions or rubrics that specify qualities or levels of candidate proficiency that are used to evaluate candidate performance.

Performance Data. Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Policymakers. Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels.

Portfolio. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Precandidate Unit. A unit that has filed an “Intent to Seek NCATE Accreditation” form and has begun to pay NCATE’s annual base fees.

Preconditions for Accreditation. Nine fundamental requirements that undergird NCATE's standards that must be met before a unit is permitted to advance to candidacy for initial accreditation.

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P-12 practitioners, *candidates*, and others involved in professional education.

Professional Development. Opportunities for *professional education faculty* to develop new knowledge and skills through inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, work in P-12 schools, etc.

Professional Development Schools. Specially structured schools in which the P-12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. PDSs require the institutional commitment of colleges and universities, school districts, and teachers' organizations.

Professional Education Faculty. Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Program. A planned sequence of courses and experiences leading to a degree or recommendation for a state license.

Program Approval. Process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

Program Report. The report prepared by faculty responsible for a program (e.g. math education, elementary education) responding to SPA standards.

Provisional Accreditation. An NCATE accreditation decision rendered by the Unit Accreditation Board following an initial visit that indicates that the unit is provisionally accredited, and has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

Rubrics. Written and shared for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

SASB. Specialty Area Studies Board

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

School Faculty. Licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

School Partners. P-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Service. Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

SPAs. Specialized Professional Associations. The national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are constituent members of NCATE and have standards for both students in schools and candidates preparing to work in schools.

SPA Program Review. The process by which the specialized professional associations assess the quality of teacher preparation programs offered by an institution. (Institutions are required to submit their programs for review by SPAs as part of the NCATE *preconditions* process, unless the state's program standards have been approved by NCATE's Specialty Areas Studies Board for the review of institutions' teacher education programs.)

SPA Program Standards. Standards developed by national professional associations that describe what professionals in the field should know and be able to do.

SPA State Program Standards Review. The process by which the specialized professional associations evaluate the degree to which a state's program standards are

aligned with the SPA standards. (In states where state program standards are judged to be substantially aligned with SPA standards, the state standards will be approved by NCATE's Specialty Area Studies Board, and NCATE will defer to the state's review of institutions' teacher education programs.)

SPA Report. The written findings (or a critique) by a specialized professional association of (1) an institution's programs for the preparation of teachers or other education professionals, or (2) a state's program standards.

SPA Report Rejoinder. (1) A unit's written response to a specialized professional association's review of the unit's teacher preparation programs. (2) A state's written response to a specialized professional association's review of the state's program review standards.

Standards. Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know at a certain age or grade level.

State Approval. Governmental activity requiring specific professional education programs within a state to meet standards of quality so that their graduates will be eligible for state licensure.

State Consultant. An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA/AFT state affiliate representative. The consultant provides clarification of state conditions and policies.

State Director of Teacher Education. State education agency official responsible for administering policies and programs related to teacher preparation and licensing.

State Professional Standards Board. State governing body with authority for teacher licensing, licensing of other school personnel, license renewal, revocation, and/or teacher education program approval within a state.

State Program Approval Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

State Program Review. The state education agency assessment of the quality of programs offered by a professional education unit.

State Program Standards Report. Documentation submitted to a SPA by a state that demonstrates how state program standards are aligned with SPA program standards.

State Protocol. Rules, procedures, and expectations for NCATE, the state, the state higher education commission (when applicable), and the unit for conducting joint state-NCATE site visits in NCATE partnership states.

State Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

Technology, Use of. What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

Third-year Review. A report prepared by NCATE three years following an accreditation visit that provides feedback to the unit based on annual reports submitted since the previous visit. This review is intended to help the unit focus on areas of continuing weakness, to indicate weaknesses that appear to have been corrected, and to indicate areas of emerging concern.

UAB. Unit Accreditation Board.

Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the “professional education unit.”

Unit Head. The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Unit Review. The process by which NCATE applies national standards for the preparation of school personnel to the unit.

Weakness. A statement written in the Board of Examiners report indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite a weakness or weaknesses and still recommend that the standard is met. Units must report on progress made toward correcting weaknesses in their annual reports to NCATE.