



A Professional Association of Educators in English Studies, Literacy, and Language Arts

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**A Handbook for Reviewers  
of  
NCTE/NCATE Program Reports on the Preparation of English  
Language Arts Teachers**

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## A HANDBOOK FOR REVIEWERS OF NCTE/NCATE PROGRAM REPORTS ON THE PREPARATION OF ENGLISH LANGUAGE ARTS TEACHERS

### Setting the Context for Reviewing

Institutions that offer initial English language arts preparation programs for secondary teachers of English (usually grades 7–12) must respond to the NCTE/NCATE Program Standards if they are in an institution seeking NCATE accreditation and wish to have their programs considered for "National Recognition" by NCTE and NCATE. The response must be submitted in an electronic report using the template developed by NCATE. There are four possible options available to the institution, all of which can lead to national recognition.

Institutions submit an individual program report for each program to be reviewed unless all requirements and assessments are identical for the different programs. For programs with identical requirements and assessments, NCATE provides a "linking system" submission. These reports include alternative certifications, undergraduate and/or graduate programs leading to initial licensure. The degree or level for a program may be the baccalaureate, post-baccalaureate, or master's, but regardless of the degree or level, the program submitted for review must address **only initial licensure**. NCTE has not prepared standards for advanced programs. Programs for middle grades are usually reviewed by the National Middle School Association, but if a middle school program is submitted for review against NCTE Program Standards, NCTE will review it using the NCTE/NCATE Program Standards for secondary teaching. **Note:** An MAT or Masters in Teaching program typically leads only to initial licensure and therefore can be reviewed. In some cases post-baccalaureate programs such as MAT's submit to a special NCATE procedure leading to NCATE recognition. This Handbook does not detail this process, known as IL/PB.

### **Initial Steps for Preparing to Review a Program Report for English**

Reviewers are identified and trained by NCTE in cooperation with NCATE. Initial training focuses on the most prevalent option in the "recognition" process, Option A. Once trained for that option, a reviewer can expect to be contacted by NCATE staff about reviewing Option A programs. Typically, reviewers will be contacted prior to a review cycle in the fall and/or spring and asked to indicate if they are available to review. Since a definite time schedule must be followed, reviewers always should be sure they understand the timeline and workload expectations before agreeing to review in a cycle. Failing to complete reviews in a timely manner means that the review process is delayed, causing extra work for both NCTE and NCATE staff and possibly delaying an accreditation decision for the institution where the program is located. Reviewers also are asked to respond to a conflict of interest form that basically states that the reviewer will not review programs for any institution with which he or she has a direct connection (i.e., in the same state where the reviewer lives, was a graduate from, has a spouse or other relation connected with the institution or the reviewer has done consulting work for the institution).

Once cleared to review, the individual reviewer is assigned by NCATE to a team of 2-3 reviewers (Every effort is made to have three reviewers to a team but occasionally this is not possible). One of the

reviewers, who has had substantive experience with the review process, will be designated the “lead reviewer”; teams can expect to receive between two and four reviews to complete in a cycle (depending on “linked” reports). These may be all initial submissions or a mix of initial submissions and revised reports, all submitted under Option A..

### **Roles of reviewers**

- Judge alignment of assessment and candidate data with NCTE standards;
- Communicate clearly a program’s strengths and areas for consideration in relation to the standard;
- Make judgments about programs with a clear and open mind;
- Make judgments based on accepted criteria rather than personal bias;
- Make as objective an assessment as possible about the degree to which a given program meets the NCTE standards based on candidate performance evidence.

The following documents are useful resources for reviewers and should be readily at hand as reviewers do their work:

- The most current copy (2003) of the NCTE/NCATE Program Standards for Initial Preparation of Teachers of English Language Arts available can be found at: [www.ncte.org/cee/ncate/program](http://www.ncte.org/cee/ncate/program) . Reviewers should save a copy of the Standards to their computers for future reference.
- The NCTE/NCATE Template for Reviewers of English Language Arts Teacher Preparation Programs (aka Program Recognition Report) can be accessed at <http://www.ncate.org/institutions/programStandards.asp?ch=90>.
- The NCTE GUIDELINES FOR THE PREPARATION OF TEACHERS OF ENGLISH LANGUAGE ARTS (2006). The text for 2006 set of guidelines is available at <http://www.ncte.org/groups/cee/links>. This set of guidelines will provide the basis for the next update of the NCTE/NCATE Program Standards; but it does contain relevant information regarding the present Program Standards
- Other documents useful for both programs and reviewers can be found on the NCTE/NCATE Connection web page: [www.ncte.org/cee/ncate/program](http://www.ncte.org/cee/ncate/program) .

### **The Program Report**

As a part of their training, reviewers will encounter the Option A template used by institutions to draft their Program Reports. This Program Report template can be viewed at <http://www.ncate.org/institutions/programStandards.asp?ch=90> . Programs enter their information using an online format developed by NCATE. This format allows programs to attach documents as well. The following discussion is intended to serve as both an introduction to and review of the information each institution is required to submit in its program report. The Program Report template includes a Cover Sheet and three sections. The Cover Sheet asks for basic information about the program(s) being submitted. Section I seeks background and contextual information including program admission requirements, clinical experiences, key faculty listing, and program(s) of study. Section II includes a chart that requires a list of each of the six to eight assessments the program is submitting; Section III includes a chart that links the six to eight assessments with the NCTE/NCATE Program Standards; Section IV requires a narrative explanation of how each assessment addresses the Program Standards, the assessment data, and documentation specific to the assessment; and Section V requires information on how the program faculty have used or intend to use the data to improve their programs. Specific attachments are also a part of some sections.

Below are more details about each section of the Program Report and the information that reviewers should expect to find in each section. To assist reviewers in determining whether programs have addressed each section appropriately, scoring guides also are included. These scoring guides reflect the essence of what NCTE program reviewers are expected to use to determine if a program meets the NCTE/NCATE Program Standards.

### **Cover Sheet**

Reviewers need to check the Cover Sheet carefully to determine the kind of program being submitted (i.e., undergraduate, postbac, master's). Usually only one program is addressed within the report although there is a process for "linking" programs if the assessments for each are identical. If the same program is taught at different locations, reviewers need to look for candidate performance data disaggregated by location. If data are not disaggregated, this may be grounds for not recognizing the program(s), since it will not be possible to determine how candidates in each location are performing.

### **Section I: Context Narrative (Provides evidence for NCTE/NCATE Program Standard 1.0 and its elements)**

Careful reading of this section will help program reviewers gain a clear context for the institution's English language arts teacher preparation program. Since this is the only place in the report where an institution can give an overall picture of its program and the circumstances governing it, reviewers need to spend some time making sure they grasp fully the nature of the program(s) and the requirements. The program should address the following elements in Section I:

1. Description of any state or institutional policies that may influence the application of NCTE/NCATE Program Standards.

Not infrequently, a state will have requirements specific to that state. For example, the state may require a certain number of courses in reading, speech, or English as a Second Language; or perhaps the state has permitted certain kinds of waivers for candidates in an effort to increase the number of candidates entering the teaching force. In some instances, a state may have adopted a generic form for all clinical or field assessments or it may have its own set of standards for English language arts teacher preparation that do not entirely align with NCTE/NCATE Program Standards. The program should address any aspect of a state's requirements that might affect how their program(s) is viewed in relation to the NCTE/NCATE Program Standards.

2. Description of the field and clinical experiences required for the program, including the number of hours or days required for field experiences prior to student teaching and the number of hours for student teaching or internships. (See especially in the NCTE/NCATE Program Standards, Section 1.0 ELA Candidate Program Structure and the description in the scoring guide for 1.2).

In this section, the program must provide a clear description of all field experiences connected with the total program of preparation, culminating in student teaching; the program should show, especially, how field experiences are integrated and sequential in the program and aligned with NCTE/NCATE Standards. Essential information includes the following:

- A thorough explanation of all observation/participation opportunities (early field experience) as well as student teaching and criteria for performance;

- Information about the involvement of English department faculty as well as education faculty in supervision;
- The criteria for selecting classroom teachers to be supervisors/cooperating teachers, the frequency and nature of supervision ( i.e., whether the supervision is a shared responsibility among English, education, and cooperating teachers, how frequently visits occur);.

3. Description of the criteria for admission to the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Programs should provide a clear description of all elements required for the admissions process, including at what point in the program candidates are admitted, any standardized testing requirements, interview protocols/criteria, written products, process for reviewing prior work and determining its relevance to the standards, etc. **Note:** *Identification of the criteria and process for accepting and aligning prior course work with NCTE/NCATE standards in the case of post-baccalaureate or master's programs is essential. (See Attachment 1 explanation at the end of this section).*

If the elements of the admission process are not addressed in one or more of the eight assessments, programs should provide data indicating rate of admission, and other aggregated data showing the effectiveness of the admissions process over past three years. If this information is a part of the candidate assessment system, the information should be cross-referenced to Item 5 below. See NCTE/NCATE Program Standards Category 1.0, specifically 1.4.

**Note:** *If the program's assessment system relies upon or uses any generic assessments, the program has the responsibility of indicating clearly the alignment of standards with the generic elements of the assessments. The most direct way to accomplish this is to provide an overlay of the key standards directly onto the assessment(s), scoring guides, and candidate performance data wherever possible. It is also possible for the program to provide an addendum to a generic assessment that focuses on the key standards specific to English language arts.*

**Section I** calls for several attachments and for information on assessments. See below.

**A. Attachment and Charts**

1. The program of study (attachment) is an important piece of evidence because it offers reviewers an overall view of the program. In essence, it is the only place in the report that the program has an opportunity to offer a full view of what faculty believe to be the necessary content for the preparation of its candidates. Although an attachment from a college catalog or a student advisement sheet is permissible, the program faculty should try to provide a more carefully delineated attachment that offers a glimpse of course focus/content, beyond titles, and an indication of how the course of study aligns with the NCTE/NCATE Program Standards (2003).

**In the case of post-baccalaureate or master's candidates, program faculty must offer evidence in the report of how prior coursework is assessed and aligned with the NCTE/NCATE Program Standards and how any deficiencies are identified and addressed prior to the candidates' exit from the program.**

2. The chart with the number of candidates and completers should be clear. Note, however, that the term “candidates” refers only to those individuals fully admitted to a teacher education program and “completers” refers only to those who finish all requirements in the

program for graduation and/or licensure. Reviewers are not expected to assess this information; however, the numbers often provide insight into the size and activity of the program and may offer a context for later in the report when numbers of candidates are reported for various assessments.

The chart on program faculty and expertise should include the identification of all faculty, both English and education, who are directly involved in the preparation of ELA candidates; i.e., those who teach methods courses, required content courses, and/or who are involved in supervision of candidates in the field. In the category of scholarship/leadership/service, the program should identify activities that relate, as much as possible, to the field of English language arts teacher preparation. In the category of teaching or professional experience in the schools, again, activities related to English language arts are preferred; information about licensure, including area, is highly desirable as well. See NCTE/NCATE Program Standards Category 1.0, specifically 1.3.

Reviewers should not assess this information so much as to note the kind of faculty involved in the program and their experience (including licensure) with schools. If there appears to be an insufficient number of faculty for the number of candidates to be served or the program appears to rely heavily on adjuncts, comments about the impact of such elements can be placed in Part F of the reviewers' reports under "Additional Comments." Such comments should appear only in extreme cases, since reviewers will, in all likelihood, not be able to judge all the contextual features that may be involved.

**B. Assessment Scoring guide for Section I: Context**

The following scoring guide is tentative and subject to continuing development. However, it represents a general view of what may or may not be considered acceptable in relation to the components of Section I: Context.

Not Acceptable	Acceptable	Target
1.1. Candidates complete a Program of Study with little specific attention to content or practice appropriate for ELA teachers.	1.1. Candidates complete a specified Program of Study that encompasses both the content and practice appropriate for ELA teachers	1.1. Candidates complete a Program of Study that reflects a strong integration of content, current theory, and practice appropriate for ELA teachers
1.2 Candidates explore little theory or current practice related to ELA and meet only limited performance requirements in field experiences, including less than ten weeks of student teaching.	1.2. Candidates explore both theory and practice in their ELA preparation and meet performance requirements in a range of field experiences, including a minimum of ten weeks of student teaching in ELA classrooms, that are supervised and assessed as a part of the overall preparation program for ELA candidates.	1.2. Candidates explore a strong blend of theory and practice in their preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include ten weeks or more of student teaching in classrooms with ELA licensed teachers.

Not Acceptable	Acceptable	Target
1.3 Candidates work with college, university, and school faculty in English and education who are not current in their content knowledge and in their practice of effective pedagogy and attitudes appropriate to preparing ELA teachers.	1.3. Candidates work with college, university, and school faculty in English and education who demonstrate that they are current in their content knowledge and in their practice of effective pedagogy and attitudes appropriate to preparing ELA teachers.	1.3. Candidates work with college, university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to the preparation of ELA teachers.
1.4 Candidates perform within a program that bases decisions about candidates' continuation and completion of the program on unclear performance assessments and without the benefit of a systematic candidate performance system.	1.4 Candidates meet performance criteria within an assessment system that assesses candidates' performances at appropriate transition points throughout the ELA program.	1.4 Candidates meet performance benchmarks and/or gateways within an ELA program and unit assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all ELA candidates.

## **Section II: List of Assessments**

The chart that appears in Section II of the Program Report simply provides an introductory map to the assessments the program has chosen to use in its assessment system. The listings here will provide reviewers with a quick sense of the types of assessments the program is using and when each assessment is administered in the program. One key element to notice in reviewing this chart is whether or not the program has chosen to rely on only one or two key assessments and cites them for several different NCATE categories in the Standards (e.g., one assessment is cited for standard categories 2 and 4). Although it may well be possible for one assessment to cover multiple standards (and in most cases this will be necessary), evidence of heavy reliance on the same assessment for multiple standard categories should, at the very least, alert the reviewer to pay close attention to how well these assessments address both the depth and breadth of the standards for which the assessment is listed. The timing of the assessments also reveals whether or not a program has a sequential approach to candidate assessment or whether the majority of assessment is focused on one part of the program (e.g., student teaching).

The categories of Content Knowledge, Pedagogical and Professional Knowledge, Skills and Dispositions, and Effect on Student Learning which appear in the Standards Assessment Chart appear to have been aligned with NCTE/NCATE Program Standards. However, because most of the NCTE program standards were not written in ways that make these distinctions very explicit, reviewers should focus in their reviews primarily on actual alignment of assessments with the standards cited rather than the NCATE categories to insure that all standards are being addressed.

## **Section III: Standards Assessment Chart**

Program faculty must be very familiar with the complete text of the most current NCTE/NCATE Program Standards. Faculty should have reviewed thoroughly the standards and all elements in conjunction with the selection of assessments prior to the development of the program report. **Note:** *Reviewers need to understand that the template provided by NCATE is a shortened version of the NCTE standards; nevertheless, programs are held responsible for knowing the elements under each standard and reflecting them in the design of the assessments. Review of the full standards, therefore, is crucial. See 2003 NCTE/NCATE Program Standards: [www.ncte.org/cee/ncate/program](http://www.ncte.org/cee/ncate/program) . Reviewers must assume*

that program faculty believe the listed assessments are clearly aligned with an indicated standard or standards and are capable of providing evidence of candidate performance on those standards.

If an assessment is checked against particular standards, reviewers should expect to see clear evidence in the report (Section IV) of how that assessment aligns with the cited standard(s). If such alignment is not clear, the assessment ultimately may be unacceptable for the particular standard(s) cited. Such a finding would then, of course, mean the candidate performance data (Section IV) would not be appropriate for the standard(s) either.

Since reviewers will have to indicate what standards are met and which are not, the map of assessments aligned with standards provided in Section III offers a quick overview of where possible strengths/weaknesses may appear; if, for example, a particular assessment is cited for many indicators and/or standards, reviewers should note this and be prepared to look closely at the program's explanation of the assessment in Section IV as well as at the assessment itself to determine whether the alignment is direct or merely peripheral. On the other hand, if assessments appear to be well distributed throughout the standards, reviewers should expect to see clear alignment of the standards within the assessments. Either way, Section III is a good advance organizer for reviewers and a document that they will undoubtedly want to refer to frequently as they move through the program report.

#### **Section IV: Evidence for Meeting Standards**

The heart of a program's report will appear in Section IV. Presumably considerable review and discussion occurred among faculty in English and education as well as school personnel to determine which assessments would best reflect the performance of the program's candidates in relation to the NCTE/NCATE Program Standards. Because the maximum number of assessments a program can submit is eight, selection of these assessments is, without question, the single most important decision for a program preparing its report.

Whatever assessments have been selected, reviewers should expect to find evidence when examining the assessments that program faculty have insured a close match is present between the content of the standard(s) and what the assessment is purported to measure. Here are some questions reviewers may find useful when checking for evidence of this connection:

1. Do the same or consistent content topics appear in the assessments that appear in the standards?
2. Do the assessments clearly address the breadth and depth of knowledge, skills, and dispositions that are delineated in the standards (i.e., in general, is the preponderance of the content of the standard(s) addressed by the assessment(s) assigned to it?)
3. Do assessments assess meaningful cognitive demands and skill requirements reflected in standards at challenging but still reasonable levels for candidates?
4. Are the assessments free from racial, ethnic, gender, and/or cultural biases?

**Note:** *NCTE standards usually contain multiple elements, frequently a combination of knowledge/skill and actual teaching application. Reviewers need to be aware of this when identifying standard alignment with assessments and if only part of a standard is addressed in an assessment, the program should acknowledge which part. Reviewers will need to track carefully that each standard is fully addressed in one or more assessments. To insure the program addresses all elements of each standard, reviewers may want to review the full text of the NCTE/NCATE Standards and pay particular attention to the scoring guides that appear with each standard; these scoring guides outline the expectations for evidence of candidate performance. See 2003 NCTE/NCATE Program Standards [www.ncte.org/cee/ncate/program](http://www.ncte.org/cee/ncate/program).*

The selected assessments must be required of all candidates in a program and reviewers will need to check to insure this is occurring.

Assessments could be drawn from key assignments within content or pedagogy courses, standardized or special examinations, early field experience assessments, transition assessments at key points in the program (i.e., a performance required of all candidates before they move to the next stage of a program). Other possibilities include learning logs/reflection journals with accompanying performance scoring guides aligned with key standards, action research projects (preferably carried out in classrooms) with assessment criteria matched to selected standards, and student teaching assessments including supervisor and cooperating teacher assessments of candidate performance. Still other possible assessments could include complete candidate portfolios or elements such as lesson plans and/or unit plans drawn from such portfolios to show candidates' ability to meet certain standards, or work sample projects or case studies focused primarily on student learning, not candidate learning. Criteria/scoring guides clearly aligned with selected NCTE standards must be present for evaluating any such required assignments. In general, the design of assessment tasks/performances should meet common criteria. Reviewers should look for these criteria across all assessments and will use them to evaluate the program's assessment system.

Examples of individual candidate work (e.g., an actual piece of candidate writing) are neither acceptable nor required evidence for an assessment nor are course syllabi. **Web links are not appropriate for evidence related to assessments and requirements beyond the three called for in this section should not be considered—if such elements are included in a program report, a note reminding the institution that this evidence was not considered should be included in "Additional Comments" (Section F) of the review.**

In general, the design of assessment tasks/performances should meet common criteria. Reviewers should look for these criteria across all assessments and use them to evaluate the program's overall assessment system.

### Criteria to Evaluate Assessments

Criteria	Comment
Appropriateness of assessment to the elements of unit or program standards it is meant to inform;	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Level of expectations that faculty hold for knowledge or performance candidates should exhibit in their responses to the assessments;	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Effectiveness and efficiency of the assessment in gathering important and significant information;	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Use of the assessment for key decisions about candidate progression or identification of candidate needs;	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Credibility of the assessment (accuracy, consistency, fairness and avoidance of bias) and faculty attempts to document that credibility;	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Authenticity of candidate performance to be assessed, including impact on student learning, grades 6–12 where appropriate;	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Clarity of alignment between specified standards and the assessment.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
<p><b>Source: Adapted from <i>Assessing Education Candidate Performance: A Look at Changing Practices</i>, Emerson J. Elliott, Project Coordinator, May 2003. Washington, DC: National Council for Accreditation of Teacher Education.</b> See <a href="http://www.ncate.org/resources/assessment/assessment_examples.pdf">http://www.ncate.org/resources/assessment/assessment_examples.pdf</a></p>	

Reviewers will need to remember that in all cases assessments must show direct alignment with the NCTE/NCATE Standards; if a generic assessment is used, the program is responsible for showing how the generic items and corresponding performance data connect with the NCTE/NCATE Standards. If this is not done clearly, program reviewers have no way of telling if the program itself has carefully reviewed the assessment(s) and made a professional judgment about the alignment and reliability of the generic features of the assessment(s). Reviewers should remember that the purpose of this review is to determine how well candidates meet NCTE/NCATE standards, not state standards or, for example, INTASC Principles. Reviewers are not expected to be familiar with any potential alignment with state standards and should not consider that aspect when examining alignment with NCTE's standards.

The responsibility lies with the program to make this alignment as explicit as possible, often by going so far as to identify specific standard indicators by standard number or even by phrasing in the assessment and scoring guides. If such alignment is not clear, the assessment and scoring guide may be unacceptable for the particular standard(s) cited. Such a finding would then, of course, mean the candidate performance data would not be appropriate for the standard(s) either. Reviewers are reminded that if there is evidence a program is trying to "load up" the evidence by citing additional assessments that are peripherally involved with addressing the standard or have little or no relevance to the standard(s) cited, this should be cause for a closer examination of alignment and evidence. Sweeping generalizations about alignment that simply can not be specifically substantiated in the evidence provided should be discounted by reviewers. Such practices should be addressed within the context of the review as part of the reviewers' commentary about the assessments and data (Section C of the Recognition Report)..

For each assessment, as called for in Section IV, the program must provide the following as attachments to the Program Report template:

- A brief description of the assessment, including its title, which must match the title in Section II, and its use in the program. Included in this description should be (1) a brief history of the assessment's development; (2) an explanation of how faculty are trained in its use; (3) how candidates are informed of the assessment and its relative weight in the overall assessment of their performance in the program; (4) the provisions for re-takes, if permitted; and (5) an indication of how the faculty have determined the validity and reliability of the assessment.
- The alignment of the assessment with the specific NCTE/NCATE Program Standards as identified in Section III of the report. Care should be taken to provide specific evidence related to alignment, including citing specific linkages of the assessment to specific standard(s) and elements. **Note: Wherever possible, the program faculty should have offered specific evidence of standards alignment in the assessment and scoring criteria/scoring guides themselves. This is easily done by keying the actual Standard(s) to the scoring guides and assessment as well as the data.**
- A brief summary/analysis of the data findings is to be included. This summary should not repeat the data in the attachment but provide an interpretation of how the data show evidence of candidates meeting the standards, including showing delineation among levels of candidate performance.
- Additionally the program is required to provide the following documentation for each assessment used:
  - The assessment instrument or assignment unless it is a standardized examination. In that case, a complete description of the examination including any subsections;

- The scoring guide for the assessment that clearly defines the levels of performance of the candidates; and
- Raw data collection over the required time period

Reviewers will need to answer three basic questions for this section:

1. Do all candidates have to complete the listed assessments?
2. Are the assessments appropriate for and clearly aligned with the standards cited?
3. Are levels of performance clearly delineated in scoring guides and in the reporting of data?
4. Do the candidate data demonstrate that most candidates perform at acceptable levels?

Programs are expected to limit each of the three pieces of documentation for an assessment to the equivalent of five text pages; however, in some cases, assessment instruments or scoring guides may go beyond five pages. NCATE has established maximums for all areas of the report, either by “type in character limits” or acceptable document “mgs.” Web links are not acceptable, and course syllabi as well as samples of actual student performances (portfolios, essays, units) are not to be considered.

Aggregated data of candidate performance are required; individual listing of candidates’ performances are discouraged. Reviewers need to be certain that overall candidate performance data clearly reflect the levels of performance indicated in scoring criteria/scoring guides and clearly relate to the cited standards.

Reviewers should make certain that all parts of the assessment task are present, that directions to candidates are clear and complete, and that the assessment itself is the most current version upon which data about candidate performance were reported. If the assessment has been revised and the candidate data being presented are a mix of performances on two or more versions of the task, the program should have provided careful note of this condition in the presentation of the task and in subsequent discussion of the candidate performance data. In particular, the program needs to disaggregate data by assessment form; mixing data results across revised assessments is not allowed. If the reviewer believes this may have occurred, note of this should be made in the reviewer’s report.

The information surrounding the scoring guides/assessment criteria should be concise but clearly sufficient to enable reviewers to determine not only how well the task and criteria align with the identified NCTE/NCATE Program Standards but also how valid and reliable the program has found the assessment and its criteria to be. Scoring criteria should address relevant and meaningful attributes of candidate knowledge and performance related to the NCTE standards cited for the assessment task and should be used to reach meaningful decisions. The criteria for assessing performance should be written, should be clearly aligned with identified standards, and should be shared with candidates. Such criteria should be explicit enough to anchor judgments about the degree of success on a candidate assessment. To be reliable, assessments must be capable of yielding approximately the same values across raters. When evaluating scoring guides, reviewers will want to consider such questions as the following:

1. Are scoring guides clear and specific about faculty expectations for candidates’ performance in relation to cited standards?
2. Do scoring guides address meaningful and relevant attributes of candidate performance on the assessment tasks?
3. Are the scoring guides and the assessment process free from racial, ethnic, gender, and/or cultural biases?
4. Do scoring guides clearly connect back to the appropriate NCTE/NCATE standards?

Candidate performance data tables should reflect clearly the levels of performance specified in the assessment criteria, and data should be aggregated by year. Data need to be aggregated clearly so that reviewers can make judgments about the program’s candidates as a group, not as individuals. Programs

should show clearly when and where in the program the performance data are collected. In reporting candidate data on required state licensure tests (i.e., PRAXIS, NES), programs should indicate the state's cut-off score for each test cited as evidence. For the most recent year of data reported, programs should provide the mean and range of total scores and sub-scores for candidates on the licensure tests if available. Programs should have data for at least two applications of performance assessment unless extenuating circumstances have intervened. If the latter is the case, the program should provide a clear explanation for the absence of ongoing assessment data.

### The Assessments

In the description of each assessment category below, NCTE has identified potential assessments that could be used as well as possible standards that could be addressed in each category. Programs are not restricted to using only those assessments indicated nor do programs have to address only the standards listed. However, all standards must be addressed within, and performance data provided for, the six required assessment categories if the optional two additional assessment categories are not used. Reviewers should consider the scoring guide provided for each assessment category as a means of determining the appropriateness of the assessment materials provided by programs.

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**#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge in English language arts.** NCTE/NCATE Program Standards addressed in this assessment could include Program Standards 3.1–3.7 and their elements. If the state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information as outlined in the directions for Section IV.

Information submitted in conjunction with **Assessment 1** when the state requires a standardized test of content knowledge should include the following:

1. The name of the licensure test or professional examination required by the state that addresses content knowledge;
2. Description of the alignment between the licensure test content and applicable NCTE/NCATE Program Standards and how that alignment was determined; see note below.
3. Aggregated pass rates for each year over the past three years, including the most recent academic year prior to submission of the report. Data must be presented on all candidates, even if there were fewer than 10 test takers during a single year. ***The eighty percent pass rate is required for national recognition no matter what pass rate a state requires of its institutions.***
4. The mean and range of sub-scores for the most recent academic year, if available.

**Note:** *Federal accrediting guidelines for NCATE require it to collect this data. NCTE, however, has not endorsed the alignment of current PRAXIS II, NES or other state tests with its standards. For the rationale and background on this issue, consult the NCTE/NCATE Research Project on the Assessment of the Preparation of Teachers of English Language Arts (January 2001).*

### Scoring guide for Assessment 1

Unacceptable	Acceptable	Target
No data are presented or data are not aggregated and/or less than 80% of the candidates pass. In the event the state does not require licensure exams, an alternative assessment is not offered or the	Data are presented for state licensure tests and 80% or more of the candidates successfully pass the assessment; or a relevant alternative assessment is presented that provides evidence of successful candidate	Data are presented for state licensure tests that show 100% of candidates successfully pass or relevant alternative assessment evidence is provided that shows candidates are reaching the highest levels of

assessment is insufficient to verify and validate performance in relation to the NCTE/NCATE Program Standards identified; or overall information is insufficient to form a decision about the candidates' performance.	performance in relation to the standards identified.	appropriate performance standards in the area(s) identified.
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If the state does not require a standardized test, then the program should provide a content knowledge assessment that meets the requirements stated in the box at the beginning of this section.

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**#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in the English language arts program.** NCTE/NCATE Program Standards addressed in this assessment should include but are not limited to Program Standard Category 3.0.. Examples of assessments could include comprehensive examinations, GPAs or grades tied to course of study (requires specific protocol), special projects, portfolio tasks, and/or other tasks within a course or cluster of courses. Assessment information should be provided as indicated in Section IV.

Even if the program faculty can show and justify that the content knowledge base for candidates is fully addressed in Assessment 1 (NCTE considers PRAXIS II, NES, or state test data inadequate for this purpose), attention should be given to providing further evidence in **Assessment 2** of candidate performance in relation to content standards either within Standards 3.1–3.7 and their elements. Particular attention should be given to alignment of candidate performance evidence with candidates' program of study and appropriate NCTE/NCATE Program Standards and their elements. If the program chooses to use grades as evidence, the program report must describe how the content that the candidates have studied aligns with NCTE/NCATE Program Standards and at what level of performance the grades meet those standards. Programs should not claim that an acceptable overall grade for a course in which an important performance task is embedded is sufficient to verify that the performance on the task is acceptable (See Appendix C for a copy of the NCTE/NCATE Guidelines for Using and Documenting Course Grades). A number of programs select key representative performance tasks within required content courses with appropriate scoring guides and build a composite picture of candidate performance related to content standards; still other programs may choose to do a similar assessment but require students to build a portfolio that contains key artifacts that either the candidates and/or the faculty consider representative and then provide an overall assessment, taking care, once again, to indicate specifically what standards are addressed and how.

**Note: Reviewers should not assume that by merely citing a program GPA requirement (i.e., an overall 2.5) that this citation in and of itself is sufficient evidence of candidates' meeting NCTE's content standards, especially if the program's program requirements, e.g. a program of study or advisement checklist, do not, in themselves, align well with specific NCTE standards. Also, the same caution applies to simply accepting the assumption that post-baccalaureate and master's candidates who have completed an undergraduate degree in English automatically meet all content requirements in the NCTE standards. In the latter case, programs are required to have in place a transcript protocol that provides evidence that the standards and elements in Category 3.0 align with the candidate's undergraduate content coursework. A program also may well have one or more additional content assessments to provide a more in-depth view of candidate knowledge. This applies to both undergraduate and graduate program candidates.**

**Scoring guide for Assessment 2**

Unacceptable	Acceptable	Target
Performance task requirements, criteria, and/or levels of performance are not sufficient or do not appear to cover the elements of identified standards or data provided do not offer convincing evidence that candidates have a sufficient knowledge base to meet the ELA content standards identified.	Performance task requirements, criteria, and/or levels of performance appear sufficient to cover the elements of the identified standards and the data provided offer convincing evidence that candidates have a sufficient content knowledge base to meet the ELA standards identified.	Strong performance task requirements, criteria, and/or levels of performance are more than sufficient to cover the elements of the identified standards, and the data provided offer evidence of high levels of candidate performance that, in turn, suggests an in-depth content knowledge base for candidates.

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**#3 (Required) Pedagogical and Professional Knowledge, Skills, and Dispositions: Assessment that demonstrates candidates can effectively plan curriculum-based instruction in English language arts.**  
 NCTE/NCATE Program Standards that could be addressed in this assessment include but are not limited to Standards Categories 2.0 and 4.0. Examples of assessments include the evaluation of all candidates' abilities to develop lesson and unit plans, needs assessments, and/or other planning tasks. Assessment information should be provided as outlined in the directions for Section IV.

**Assessment 3** evidence should provide reviewers with a clear understanding of how all candidates are evaluated on professional knowledge, skills and dispositions which includes locating and evaluating appropriate instructional materials, planning units, and lessons that incorporate appropriate ELA content, addressing the needs and interests of a diverse student population, organizing classroom environments to facilitate ELA instruction, using technology to enhance ELA instruction, etc. Assessment data could be presented from a major unit/lesson planning/teaching project, a transition or gateway assessment or from a subset of portfolio requirements. Reviewers need to be sure that the program has identified clearly the standards being assessed and the context within which the performance occurs—classroom, early field experience, student teaching.

**Note: If generic assessments are used, the program has the responsibility of clearly documenting the alignment of designated NCTE standards with the key elements of the assessment, often by actually overlaying the standards directly onto the assessment instrument(s) and the scoring guides; candidate performance data also should be reported in this way. Often the scoring guide and data are drawn from a composite of a generic or unit wide assessment and an addendum that focuses on those standards unique to the preparation of English language arts teachers.**

**Scoring guide for Assessment 3**

Unacceptable	Acceptable	Target
Performance task requirements, criteria, and minimum expectations and/or performance data do not demonstrate that candidates are able to meet the standards identified.	Performance task requirements, criteria, and minimum expectations are appropriately and clearly aligned with the identified NCTE/NCATE Program Standards and performance data demonstrate that candidates are able to meet the NCTE/NCATE Program Standards identified.	Performance task requirements, criteria, and minimum expectations and/or performance data demonstrate that candidates are able to meet and exceed the NCTE/NCATE Program Standards identified.

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**#4 (Required) Pedagogical and Professional Knowledge, Skills, and Dispositions: Assessment that demonstrates candidates' knowledge, skills, and dispositions are effectively applied in practice.**  
 NCTE/NCATE Program Standards that could be addressed in this assessment include Program Standard Categories 2.0, 3.0, and 4.0. Particular emphasis should be placed upon performance in field experiences, including but not restricted to, student teaching. Provide assessment information as outlined in the directions for Section IV.

**Assessment 4** should build upon or complement the data reported for Assessment 3. Specific attention should be given in this assessment to addressing performance standards not covered previously in Assessment 3. If performance in field experiences has not been addressed, then the program faculty should address assessment of candidate performance in student teaching or early field experiences here. Consequently, the most logical evidence to present here would be the student teaching assessment instrument. Reviewers, again, however, will want to make certain programs identify clearly what NCTE/NCATE Program Standards are being met through the performance in the field and where one would find these standards reflected in the assessments and scoring guides. Particular attention needs to be given to those elements of student teaching that call for candidates to use English language arts effectively in teaching young people.

**Note: Emphasis upon candidate performance data based on assessment of generic teaching skills will not be sufficient unless the program can clearly indicate the specific NCTE standard(s) being addressed by the generic elements in the assessment instrument; scoring guides and reporting of candidate performance data should also reflect this alignment. Being aware of the elements that show the full scope of standards is expected and assessments and data should reflect this; if only one element of a standard is represented, then this should be made clear. Often the scoring guide and data are drawn from a composite of a generic or unit wide assessment and an addendum that focuses on those standards unique to the preparation of English language arts teachers.**

**Scoring guide for Assessment 4**

<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
Performance task requirements, criteria, and minimum expectations and/or performance data do not demonstrate that candidates are able to meet the standards identified or the requirements are inappropriately aligned with standards	Performance task requirements, criteria, and minimum expectations are appropriately aligned with the identified NCTE/NCATE Program Standards and performance data demonstrate that candidates are able to meet the NCTE/NCATE Program Standards identified.	Performance task requirements, criteria, and minimum expectations and/or performance data demonstrate that candidates are able to meet and exceed the NCTE/NCATE Program Standards identified.

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**#5 (Required) Effect on Student Learning: Assessment that demonstrates candidate effects on learning.**  
 NCTE/NCATE Program Standards that could be addressed in this assessment include but are not limited to Standard Category 4.0. Examples of assessments could include those based on assessment of student work samples, portfolio tasks, case studies, classroom action research, assessments by cooperating teachers, or use of such assignments as the Teacher Work Sample. Provide assessment information as outlined in the directions for Section IV.

For **Assessment 5**, reviewers should typically expect to find clear evidence of the engagement of candidates with student learning and evidence of the effects of that engagement. Such evidence might focus upon candidates' ability to plan and carry out a particular teaching task with students which generates student performance data that the candidate then can be called upon to analyze in terms of improved student achievement. Such tasks are addressed in an NCATE paper "Student Learning in

NCATE Accreditation” (Emerson J. Elliott, July 8, 2004). The paper suggests a core of activities in which the candidate carries out the following:

- undertakes a diagnosis (pre-test) of P–12 student learning in some area the candidate will teach;
- plans an appropriate sequence of instruction to advance P–12 student learning and teaches in ways that engage P–12 students who bring differing background knowledge and learning needs;
- conducts some concluding assessment (or post-test);
- documents the student learning that did or did not occur;
- reflects on changes in teaching that might improve results.

Another avenue might be the use of an instrument by cooperating teachers that analyzes the impact of the candidate's work on student achievement or specific components within the student teaching or other field experiences that provide reliable and valid data about the impact of candidate performance on student learning. However, if such assessments are used, the elements of this performance being assessed must be clearly aligned with NCTE Program Standards and the scoring guide/scoring criteria used should reflect this alignment as well. Generic assessments are insufficient by themselves (see note below). The scoring guides for Standard Categories 2.0 and 4.0 in the complete text of the NCTE/NCATE Program Standards can offer valuable clues as to the kinds of performance that might be assessed in relation to student learning. Care, as always, should be exercised if the program elects to use a generic assessment; clear identification of the specific NCTE/NCATE standards being addressed by generic elements within an assessment is required, and scoring guides and candidate performance data should be reported in a similar fashion.

**Scoring guide for Assessment 5**

Unacceptable	Acceptable	Target
Performance task requirements, criteria, and minimum expectations and/or performance data do not demonstrate that candidates are able to meet the standards identified and/or requirements are not appropriately aligned with identified standards.	Performance task requirements, criteria, and minimum expectations are appropriately aligned with the identified NCTE/NCATE Program Standards and performance data demonstrate that candidates are able to meet the NCTE/NCATE Program Standards identified.	Performance task requirements, criteria, and minimum expectations and/or performance data demonstrate that candidates are able to meet and exceed the NCTE/NCATE Program Standards identified.

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**#6 (Required) Assessment that addresses NCTE Standard Category 2.0.** If the program has not previously addressed Standard Category 2.0—Candidate Attitudes elsewhere, this assessment should focus on how candidates demonstrate meeting those standards. Examples include but are not limited to candidate evaluations in field experiences, candidate dispositions as reflected in portfolio tasks, reflection/learning logs, candidate pedagogy performance, candidate impact on student learning, or perhaps studies that demonstrate candidate dispositions. Provide assessment information as outlined in the directions for Section IV.

The program should clearly address candidates’ dispositions in relation to NCTE Standard Category 2.0 in this required assessment (**Assessment 6**) if this standard has not been addressed fully in other cited assessments. If NCTE Standard Category 2.0 has been addressed, then the program can use this sixth required assessment to address standards that have not appeared in previous assessments or use the assessment as an opportunity to provide additional evidence to strengthen the case for addressing

certain standards. A program might also choose to select items from a student teaching assessment that correspond to such NCTE Standards as 2.1 create an inclusive and supportive learning environment in which all students can engage in learning; 2.2 use ELA to help their students become familiar with their own and others' cultures, etc.

**Scoring guide for Assessment**

Unacceptable	Acceptable	Target
Performance task requirements, criteria, and minimum expectations and/or performance data do not demonstrate that candidates are able to meet the standards identified and/or that requirements are not appropriately aligned with identified standards.	Performance task requirements, criteria, and minimum expectations are appropriately aligned with the identified NCTE/NCATE Program Standards and performance data demonstrate that candidates are able to meet the NCTE/NCATE Program Standards identified.	Performance task requirements, criteria, and minimum expectations and/or performance data demonstrate that candidates are able to meet and exceed the NCTE/NCATE Program Standards identified.

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**#7 & #8(Optional) Additional assessments that address NCTE/NCATE Program Standards.** Examples include but are not limited to candidate knowledge, evaluations of field experiences, candidate dispositions, candidate pedagogy performance, candidate impact on student learning, licensure tests not addressed previously, or elements of portfolios that address particular standards. Provide assessment information as outlined in the directions for Section IV.

**Assessments 7 and 8** offer a program choices in terms of where more evidence may be needed to show candidate performance in relation to particular NCTE Program Standards. Program faculty are strongly encouraged to use these assessments as a means for providing a deeper, richer view of what the program expectations are for candidate performance and how the faculty gather the appropriate evidence in relation to key standards. However, if programs choose not to use one or both of these optional assessments, they should not be penalized.

**Scoring guide for Assessments 7 & 8**

Unacceptable	Acceptable	Target
Performance task requirements, criteria, and minimum expectations and/or performance data do not demonstrate that candidates are able to meet the standards identified and/or that requirements are inappropriately aligned with identified standards.	Performance task requirements, criteria, and minimum expectations are appropriately aligned with the identified NCTE/NCATE Program Standards and performance data demonstrate that candidates are able to meet the NCTE/NCATE Program Standards identified.	Performance task requirements, criteria, and minimum expectations and/or performance data demonstrate that candidates are able to meet and exceed the NCTE/NCATE Program Standards identified.



**Section V: Use Of Assessment Results To Improve Candidate And Program Performance**

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvement to individual assessments but, rather it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. It should describe the steps the program faculty have taken to use information from the assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support student learning.

At this juncture in the report, the program faculty are given the opportunity to represent their best efforts in **Section V** to show how candidate data influence changes in the content of the program, the experiences candidates have as they move through the program, and the overall impact the program appears to have on candidates to perform well in a variety of settings. Although the directions suggest that the program not address individual assessments, it may be necessary and appropriate to refer to particular assessment information as a basis for showing why a program has chosen to make particular changes or how certain assessment information will be collected in the future to justify certain program actions. In essence, the program faculty need to show clearly that they are responsive to the assessment data being collected, that careful planning goes into programmatic changes, and that determining the reliability and validity of the assessment data is a major part of the faculty's planning efforts. **Note:** *For new and/or revised assessments there may not have been sufficient time for the program to determine reliability and validity. In this case, the results of preliminary data analysis is sufficient evidence.*

**Scoring guide for Section V**

Not acceptable	Acceptable	Target
Program offers no evidence of systematic collection of candidate performance data over time; can cite few if any instances of program change based upon candidate performance data and has no means in place to determine reliability and validity of any data collected.	Program faculty are able to show systematic collection, analysis and use of performance data to strengthen the program over time. Faculty are able to identify program changes that have occurred or will occur that can be directly traced to candidate performance data. The program involves practitioners in the analysis of data and the development and implementation of changes. Evidence is present that the program regularly checks the reliability and validity of any data collected.	Program faculty and practitioners involved with program candidates regularly collaborate on the collection and analysis of program data, recommend and act upon changes suggested by such data, track the effect of such changes over time, and systematically and regularly check the reliability and validity of the data on candidate performance.

**Summary**

Reviewers looking at the program's final report are charged with answering this fundamental question:

Does the program present convincing evidence that its candidates are prepared in relation to the standards and that candidate performance data indicate candidates meet the standards?

The overall report should provide detailed contextual information about the program, candidates, faculty, conceptual framework, and the assessment system; it should provide as evidence carefully selected and prepared assessments clearly aligned with specified NCTE standards that have been tested and proven valid and reliable; it should provide clear, specific criteria that reflect alignment with NCTE

Standards and that are the criteria by which the faculty assess candidate performance on each assessment; and it should provide clear information about each of the assessment tasks/performances, the process for assessing candidate performance, the aggregated data for each candidate assessment, and an explanation of how the program faculty use or intend to use the data that are generated to further improve the program.

Based on the preponderance of evidence, reviewers will make their decisions: **Note: NCTE will accept no more than two revised reports for non-Recognized decisions.**

### **Option B Reports**

This option (in pilot process through 2011), provides institutions greater flexibility to choose their own assessments (up to a maximum of 8) and take responsibility for demonstrating that the collection as submitted provides evidence of candidate mastery of the NCTE Program Standards. A special NCTE/NCATE template is required for Option B submissions. The program decision options (See below) are the same for both Option A and Option B). The program can select the key assessments (required of all candidates) with the following constraints:

1. The program can select up to 8 assessments; there is no lower limit on the number of assessments.
2. One assessment must be the state licensure test for content, if one is required.
3. One assessment must focus on candidate impact on student learning.
4. Assessments, taken as a whole, must demonstrate mastery of NCTE Program Standards.
5. Assessments must address the following key elements of NCATE Unit Standard 1: content, pedagogical content knowledge and skills, and impact on student learning.

Experienced team and lead reviewers participate in the review of Option B submissions only after completing an NCATE Program Web Seminar. Selection of Option B teams is made by the NCTE/NCATE Program Review Coordinator in consultation with the NCTE/NCATE Program Review Audit Team.

### **Option D Reports**

This option, not yet implemented, permits an institution to conduct validity and reliability studies of its assessments in lieu of other program report evidence requirements. The validity and reliability of assessments (content in relation to standards, consistency with other evidence, success in subsequent employment, etc.) is so integral to a standards and performance-based national recognition review that systematic examination of validity is essential. It would, by definition, directly address NCTE Program Standards. It would permit institutions with appropriately prepared faculty to formulate a task as part of accreditation that is meaningful for them, while, not unimportantly, helping to advance the research base for educator preparation. It is an option that might lend itself to joint participation across several institutions, or at least across programs within an institution. Before a program could choose this option, it must review approval from NCATE. Selection and training of NCTE/NCATE Reviewers will not happen until and unless an institution has been granted approval; at that time, NCATE will provide the training in cooperation with NCTE.

### **Program Review Decision Options**

#### **A. Decision Choices for a Program not Previously Recognized by NCTE:**

Those programs that are going through review for the first time using the latest NCTE/ NCATE Program Standards (2003) will have several opportunities to submit reports before a final recognition decision is applied. This will allow new programs the opportunity to receive feedback and make changes in their

programs without being penalized with a “not recognized” decision. It will also allow the program review process to be more collaborative between the SPAs and the program faculty. The following decision choices would also apply to programs at continuing institutions that may have been recognized in the past, but are not currently recognized one year prior to the site visit to determine Unit accreditation.

A program that is being evaluated for the first time will receive one of the following three results:

1. *National Recognition contingent upon unit accreditation*

- The program substantially meets standards.
- No further submission required, program will receive full *national recognition* when the unit receives accreditation.
- Program will be listed on the NCATE web site as Nationally Recognized if the unit is already accredited. If the unit is not accredited the program will be listed as Nationally Recognized pending unit accreditation.

2. *National Recognition with Conditions contingent upon unit accreditation*

- The program generally meets standards; however a “Response to Conditions” report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following:
  - Insufficient data to determine if standards are met.
  - Insufficient alignment among standards or scoring assessments or scoring guides.
  - Lack of quality in some assessments or scoring guides.
  - The NCATE requirement for an 80% pass rate on state licensure tests is not met.
- The program has two opportunities within 18-months after the decision to remove the conditions. If the program is unsuccessful after two attempts, the program status will be changed to *Not Recognized*.
- The program is listed on the NCATE website as *Nationally Recognized with Conditions* until it achieves *National Recognition* or its status is changed to *Not\_Recognized*, in which case the program will be removed from the list on the website.

3. *Further Development Required:*

- The standards that are not met are critical to a quality program and more than a few in number OR are few in number but so fundamentally important that recognition is not appropriate.
- The program will have two opportunities within the 12 to 14 months after the first decision to attain *national recognition* or *national recognition with conditions*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Recognized*

A program could receive a decision of *Not Nationally Recognized* only after two submissions within the 12 to 14 month period (from the first decision) were unsuccessful in achieving *National Recognition* or *National Recognition with Conditions*.

**B. For programs previously recognized by NCTE/NCATE, there are different result decisions:**

1. *Continued National Recognition*

- The program substantially meets standards.
- No further submission required.
- Program is listed on the NCATE web site as *Nationally Recognized*.

2. *Continued National Recognition with Conditions*

- The program generally meets standards; however, a “Response to Conditions” report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following:
  - Insufficient data to determine if standards are met
  - Insufficient alignment among standards or scoring assessments or scoring guides
  - Lack of quality in some assessments or scoring guides
  - The NCATE requirement for an 80% pass rate on state licensure tests is not met
- The program will have two opportunities within the 18 months after the first decision to attain *National Recognition*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Recognized*
- The program is listed on the NCATE website as *Nationally Recognized* (based on its prior review) until the UAB makes an accreditation decision for the unit. At that point, if the program is still *Nationally Recognized with Conditions* the designation on the website will be changed to *National Recognition with Conditions*. This designation will stand until the program achieves *National Recognition* or its status is changed to *Not Recognized*, in which case the program will be removed from the list on the website.

### 3. *Continued National Recognition with Probation*

- The standards that are not met are critical to a quality program and more than a few in number OR are few in number but so fundamentally important that recognition is not appropriate. To remove probation, the unit may submit a revised program report addressing unmet standards within 12 to 14 months, or the unit may submit a new program report for national recognition within 12 to 14 months.
- The program will have two opportunities within the 12 to 14 months after the first decision to attain *National Recognition* or *National Recognition with Conditions*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Recognized*
- The program is listed on the NCATE web site as *Nationally Recognized* (based on its prior review) until the UAB makes an accreditation decision for the unit. At that point, if the program is still *Recognized with Probation*, the designation on the website will be changed to *National Recognition with Probation*. This designation will stand until the program achieves *National Recognition* or its status is changed to *National Recognition with Conditions* or *Not Recognized*. If the status is *Not Recognized* the program will be removed from the website.

A program could receive a decision of *Not Nationally Recognized* only after two submissions within the 12 to 14 month period (from the first decision) were unsuccessful in reaching either *National Recognition* or *Continued National Recognition with Conditions*.

### Revised Reports

#### Reports revised from a “Not Recognized,” “Further Development Required,” or “Recognized with Probation” Decision

1. Programs may submit revised reports that contain changes or revisions that are not substantive in terms of their overall program. There might be revisions to their existing assessments or they may design and implement an additional assessment. These reports are considered “revisions.” Even though they are revisions, the programs must adhere to the NCATE data requirement for revisions, presently one application of the assessment. The original program submission and the original final audit report can be found along with the submission of the revision on the AIMS/PRS website.
2. Programs may decide to substantively change their entire program with major revisions to existing assessments and/or the addition of assessments within the NCATE required five types. These reports are also considered revisions although the program may label them “new” reports

because of the changes from the initial submission. Even though they are substantively new, the programs must adhere to the NCATE data requirement for revisions, presently one application of the assessment.

3. Revised report review teams should have a member who was on the original team. Scheduling difficulties may preclude this happening. The NCTE/ NCATE Program Coordinator works closely with any “new” team that reviews a revised report.

#### Reports revised from a “Recognized with Conditions (R-C)” Decision

1. When a report receives an R-C decision, the program has approximately 18 months to meet the conditions stated in the report. Dates are provided by NCATE when the report is returned to the program.
2. Reviewers must focus ONLY on the conditions stated on the prior submission. No “new” problems should be articulated. If, in trying to meet the conditions, the program does create other problems, of course these must be considered in the review decision. Also to be considered is a program that does not focus its revision on the conditions given it in the original submission.
3. Reviewers may decide that a program has not had enough time to collect the required amount of data and, therefore, extend the R-C decision for an additional 18 months. If the program has not met the conditions of the prior decision then the reviewers may decide to extend the decision one time or to lower the decision to “Further Development Required” or “Recognized with Probation.”

#### **Continuing Recognition (Option C)**

This option is presently only available to programs that, during their previous review cycle, were recognized using the 6-8 key assessment model (Option A), first available for programs submitted in Fall 2004 and required from Spring 2005 to the present. If programs meet these criteria, the documentation required for the current review could be significantly reduced. A special NCTE/NCATE template is required. The criteria consist of the following:

1. Programs must submit data on all assessments that shows that they continue to collect and evaluate evidence of candidate proficiency.
2. Programs submit documentation only for those assessments that are new or that have been substantively changed since the previous submission.
3. Programs respond only to those items in Section I (Context) for which there has been substantial change since the previous submission.
4. There is a greater focus on Section V where programs explain in detail how they have used data to improve candidate performance and strengthen their programs.

Experienced team and lead reviewers participate in the review of Option C submissions only after completing an NCATE Program Web Seminar. Selection of Option C teams is made by the NCTE/NCATE Program Review Coordinator in consultation with the NCTE/NCATE Program Review Audit Team.

#### **Final Determinations**

Reviewers need to remember that the key to determining whether particular standards are met or not is based on what the preponderance of the evidence provided seems to indicate. The narratives in Section IV, for example, are critical to understanding how the programs view the alignment of their assessments with the NCTE standards and also how the programs interpret their data. Again, reviewers may find it helpful to print out the narrative sections and annotate those as the assessments, scoring guides, and performance data are reviewed. But the final determination of whether a program is in compliance with the standards or not is, again, based on a holistic appraisal of the preponderance of the evidence and its relevance to the standards.

Finding a program in compliance with the standards but not recommending it for National Recognition is problematic; that is, presumably the standards are met or not met because of the 6-8 assessments and related evidence that the program has provided. Citing the program as having weak or unreliable data, poor assessment design, or inadequate scoring guides would seem to suggest that related program standards are not met. Reviewers also need to be aware that if they reject certain assessments and/or scoring guides as being poorly conceived and/or unrelated to specified standards, then the data collected with those assessments also has to be suspect and should not be used as evidence that candidates are meeting the standards. In such cases, a decision other than Nationally Recognized would seem to be appropriate. In another case, if the reviewer praises the assessments, scoring guides, and data collection but still says related standards are not met, very carefully worded reasons would need to be provided to help the program understand such findings in the report.

Reviewers need to be sure that their evaluation of standards being met is based on solid alignment found in the assessments, that the assessments' designs are sound, that scoring guides are well designed for the performance tasks and reflect alignment with appropriate standards, and that data are collected in appropriate ways and reported clearly on the basis of alignment with cited standards. If all of these elements align, then reviewers should feel comfortable in providing a recommendation of Nationally Recognized; if one or more of these elements is not evident, then reviewers will have to consider alternative designations for the program. In all cases, reviewers must provide specific feedback to programs so that the reviews serve both a formative and a summative purpose.

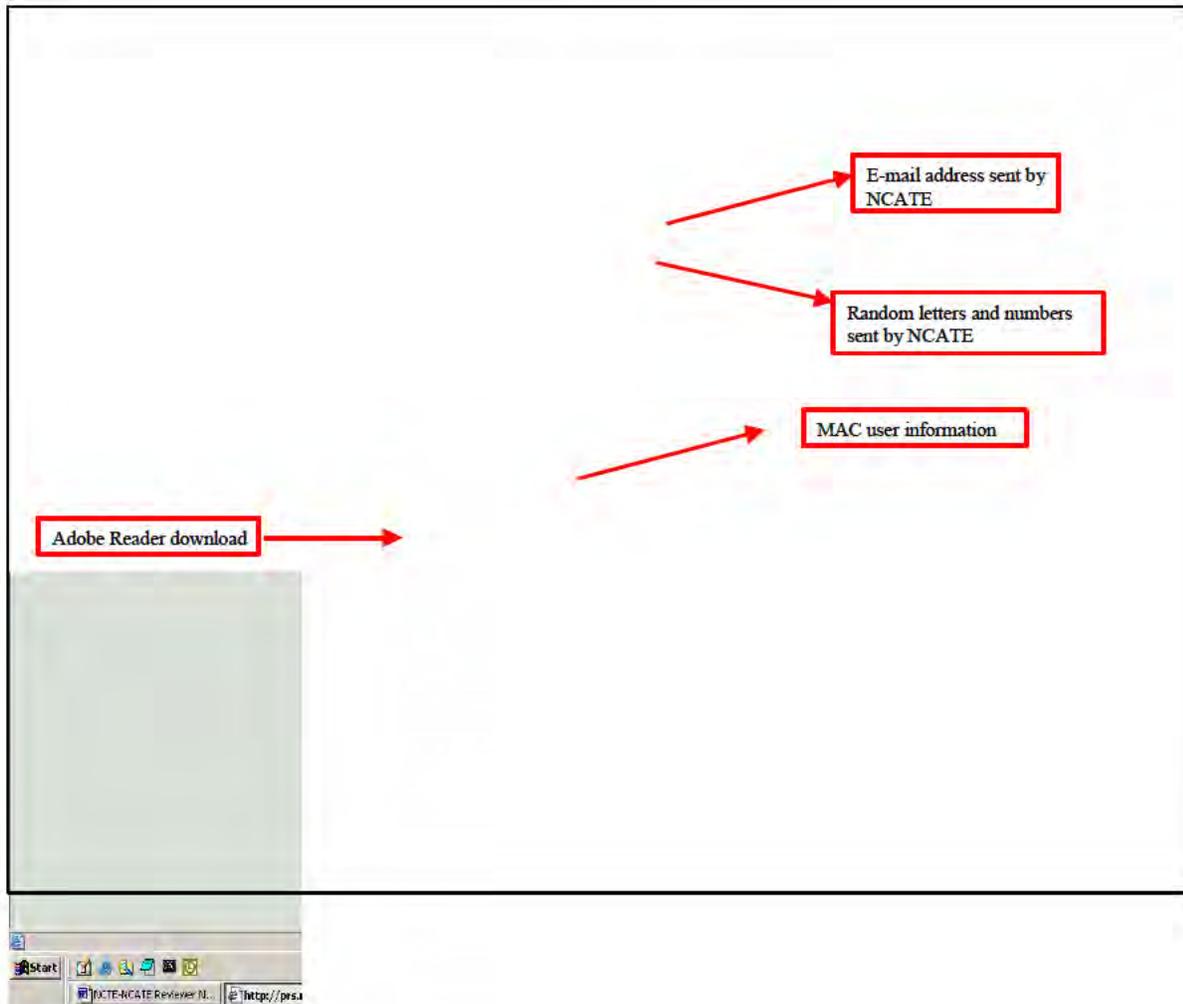
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### **THE ELECTRONIC REVIEW PROCESS (PRS)**

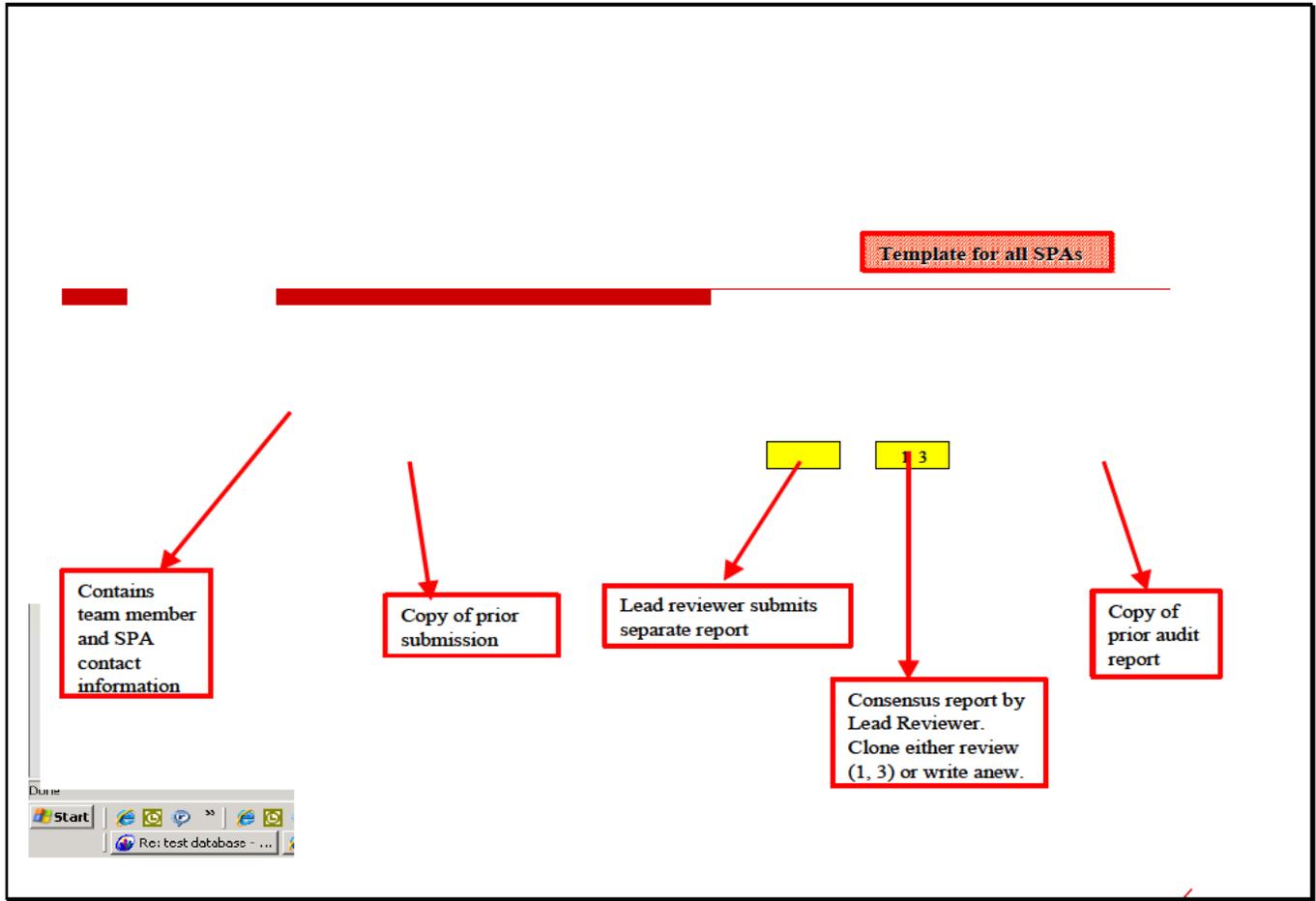
The online system that NCATE has in place for reviewing all programs requires specific procedures from the time that reviews are assigned. The following information should help with the technical aspects of program review.

1. NCATE staff assigns the Login ID and password necessary to enter the AIMS/ PRS system from the following URL: <http://prs.ncate.org/>. The ID is the email address that you have supplied to NCATE through the NCTE staff liaison. The password is a unique combination of letters and numbers randomly selected and assigned. Only NCATE staff can change these entry codes.
2. The PRS system is set up to run on any computer that can utilize Adobe Reader 7.0 (or higher). Certain MAC users must follow directions on the initial PRS site in order to utilize the Reader. Configuration for users of Firefox is found on the log in page of the site. Users of Safari will need to contact NCATE for specific directions if they are unable to load Firefox onto their MAC's.
3. See the following frames copied from the NCATE/PRS site showing the login page and the reviewer page.

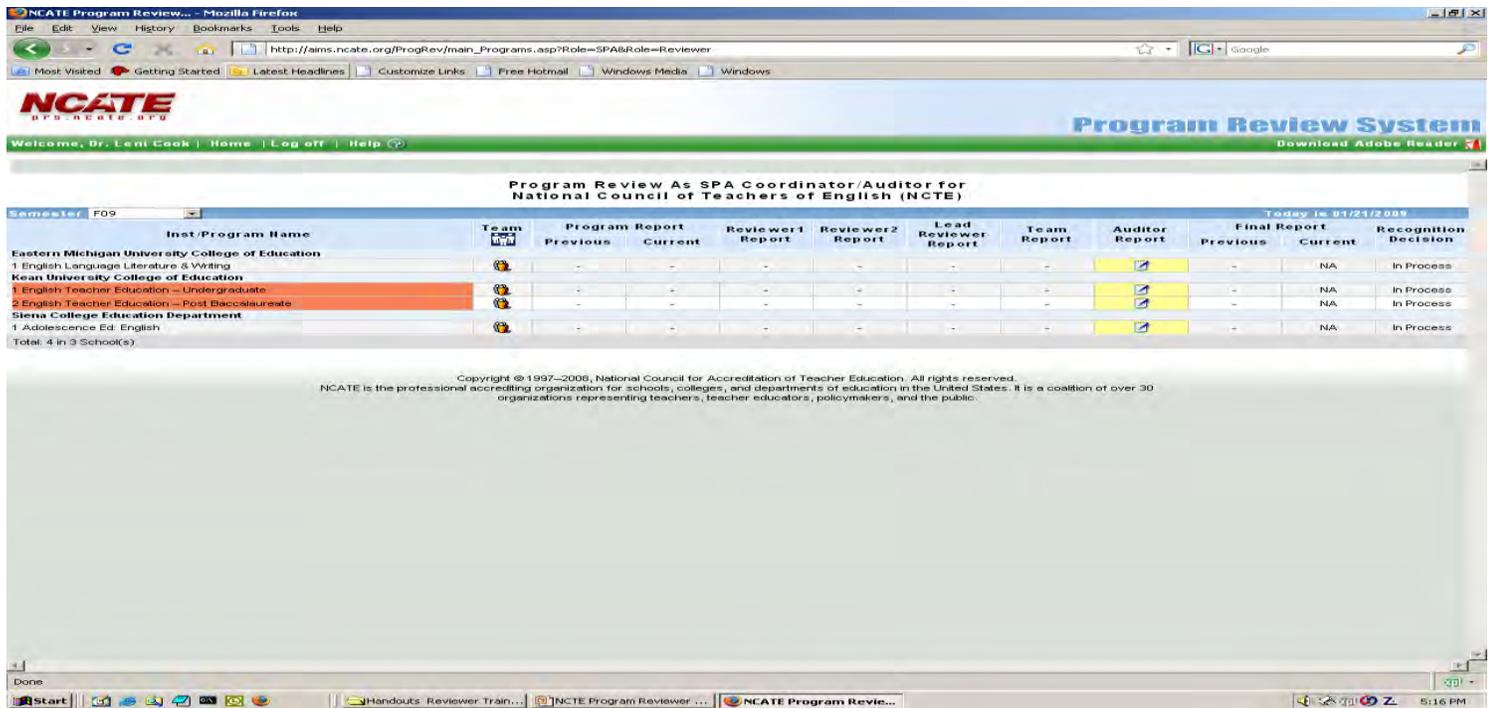
## LOGIN PAGE



## REVIEWER PAGE



- To open the program report, click on the .pdf icon in the column labeled "Current." When you are ready to write your reviewer report click in the appropriate reviewer report column (yellowed in). Lead reviewers place their original report in the "Lead Reviewer" column and their consensus or final report in the "Team Report" column. Lead reviewers will find numbers in their Team Report column (1 or 3). These numbers refer to the other reports and can be used to "clone" either report as the team report. The clone can be revised prior to submission, but only one of the initial reports can be cloned for the Team Report. Clicking on the "people group" under the column heading "Team" will bring up information on the team, Program Coordinator and NCATE liaison. **Note:** Until a review report has been "submitted," a torn paper icon will appear in the column. After the review report has been submitted, a pdf icon will appear only after the reviewer has logged out and then logged in again.
- NCATE has provided a new "linking" feature for those programs that have identical assessments. All "linked" programs appear in the same highlight color. When the program is uploaded to the first shell provided, a copy of it goes into the linked shell(s). When reviewers submit in the first shell, a copy of the submission goes into the linked shell(s). The reviewer then can open the link and make any necessary changes (program level, comments, etc) within the link.



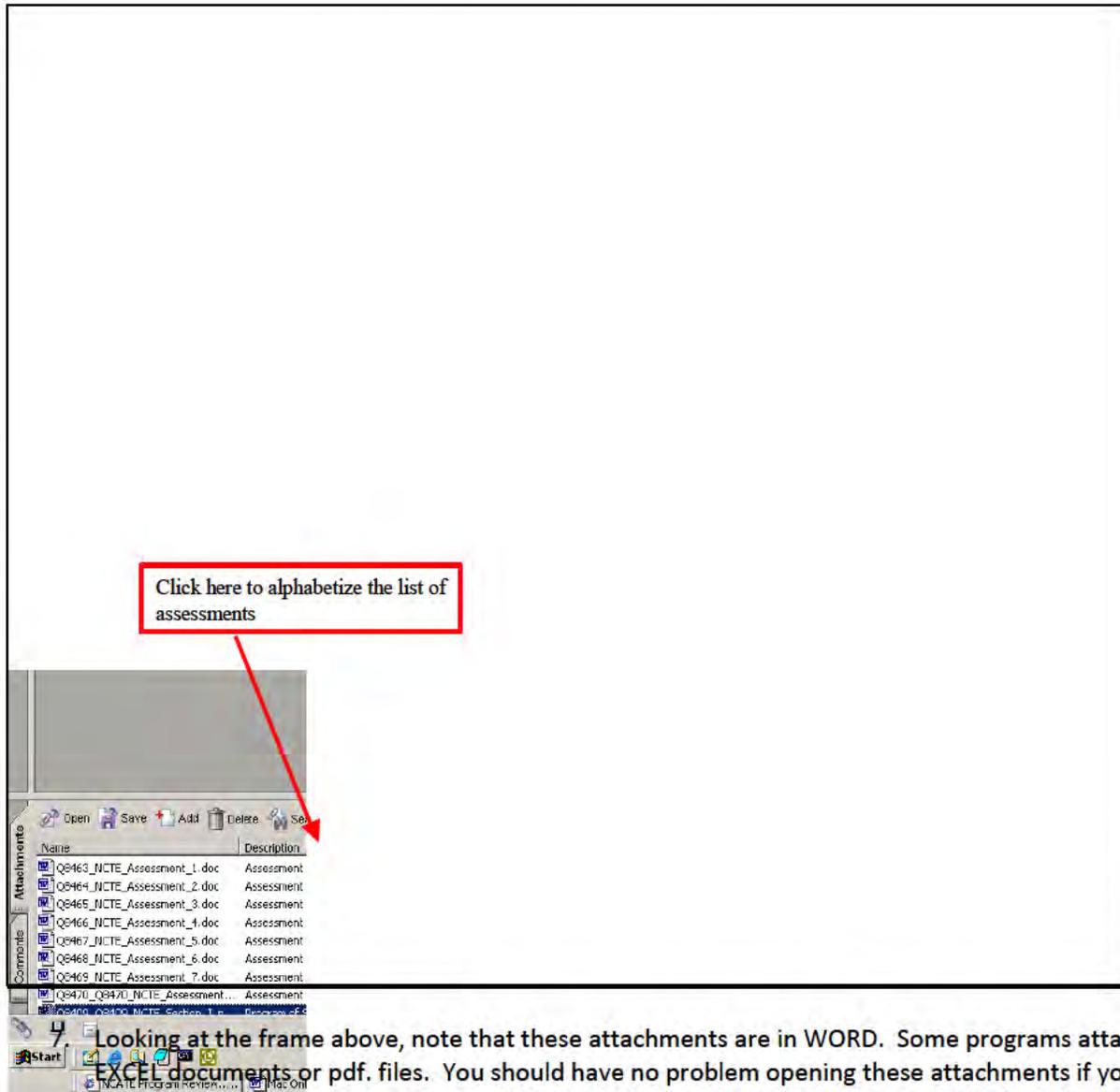
- See the following frames for information on how the program report initially will appear on your monitor as a pdf. file. Note that there should be tabs on the left hand side of the screen. The attachment tab will open a window with all the attachments to the program report. The body of the report does not contain the assessment information, the program of study, and other graphs or charts. There is a limit to the number of attachments a program may submit. At present that number is 20.

### ***PROGRAM REPORT PAGE***

- As you initially read through the pages of the report, you may wish to leave the attachments unopened in order to make the print more readable. Some reviewers prefer to print the program report for ease of reading; others print the attachments for the same reason. If you are comfortable reading from the screen, it is not necessary to print any part of the report. It is highly recommended, though, that you take notes as you read both the report and the attachments to simplify writing your review.



## REPORT FORM WITH ATTACHMENTS OPEN



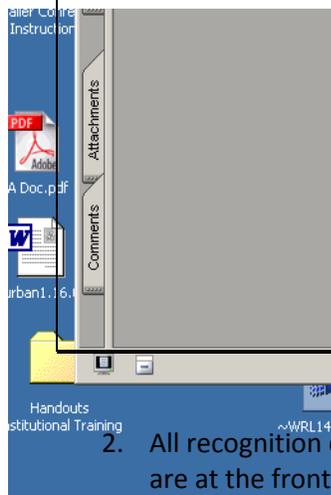
Looking at the frame above, note that these attachments are in WORD. Some programs attach EXCEL documents or pdf. files. You should have no problem opening these attachments if you have these programs on your computer. If you have a problem opening any attachment, contact the NCTE/NCATE Program Coordinator who will be able to assist you either by phone or by e-mail.

- Note also that the column labeled "Description" shows the attachments in alphabetical order. If your attachments are not in alphabetical order, you can click on the top row title column and they will rearrange themselves accordingly.

## Issues for Reviewers

### A. All Reviewers

1. There is a standard Option A Program Recognition Report Form for all reviewers to use. A blank copy of this form can be found on the PRS reviewer page (third column).



2. All recognition decisions and any conditions from a decision of "Recognized with Conditions" are at the front section of the report (Part A). Even though you may fill in later Parts first, the report is not finished until all parts/sections of the report are completed. This includes a decision for each Program Standard in Part B, and all sections of Parts C, D, E. Part F is optional for the reviewer.

3. The following frame contains explanations for a conditional decision, testing information required by NCATE and the section on meeting the Standards. You will note that a third choice has been added to meeting or not meeting the Standard. This choice should only be used if the program recognition decision is "Recognized with Conditions." For all other decisions, each Standard is either "met" or "not met." A Standard may be met at either the "acceptable" or "target" level.

RECOGNITION REPORT FORM (PAGE 2)

If the program has less than 10 completers, the test results are not applicable.

This section should only be filled in for "conditional recognition" decisions

This status only should be used if the program is Recognized with Conditions

This section must be completed even if the program is not recognized.

professional attitude

Standard 2.1. Candid can engage in learning

Met Met wit

Comment:

Standard 2.2. Cai cultures.

Met Met wit

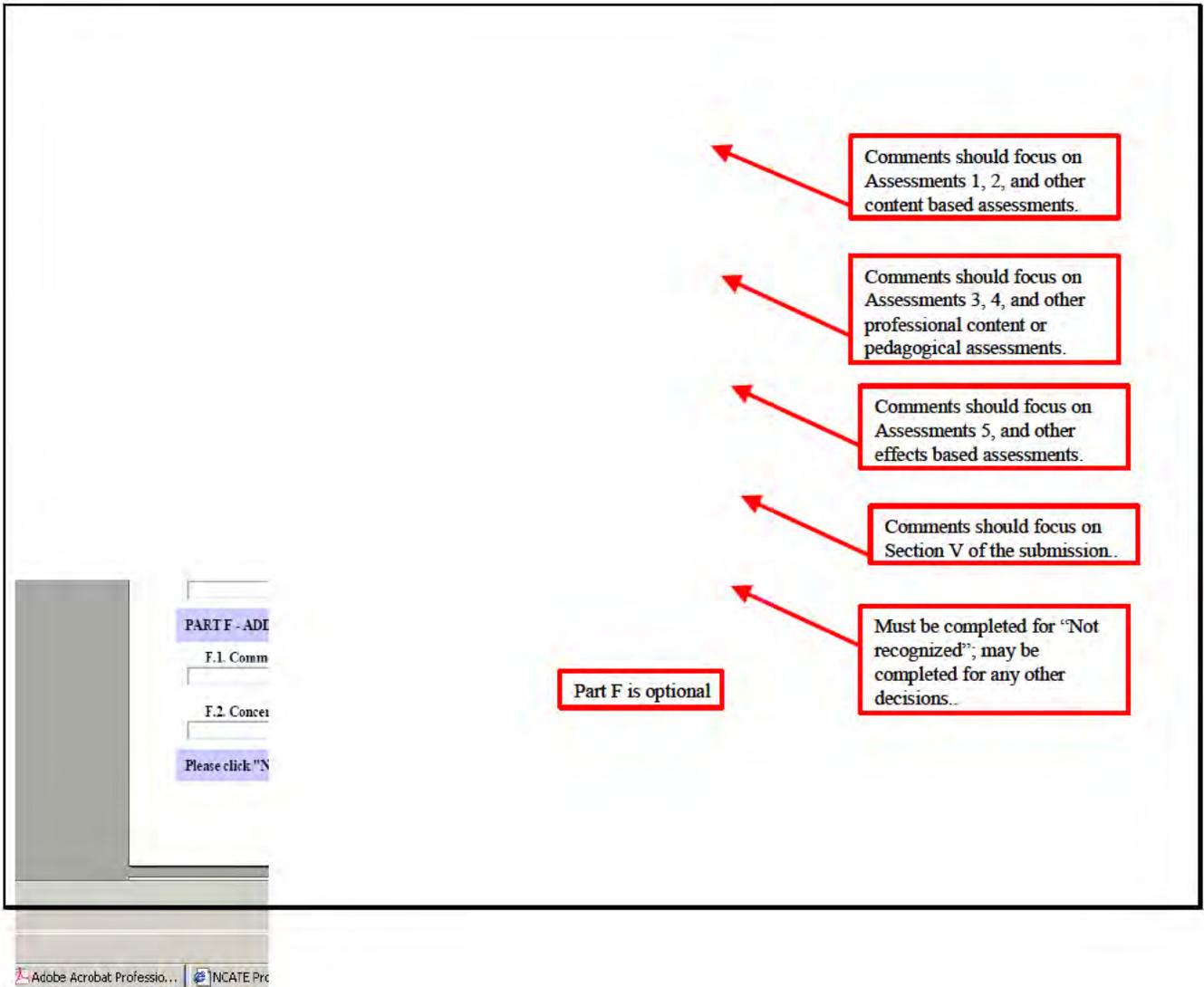
4. If the status of meeting any Standard is "not met" or "met with conditions," then the reviewer needs to comment on the reason for the decision. This comment need not be long, but it should give a reason. The following are some of the comments that reviewers have used for this section:

- "Insufficient evidence in cited assessments to show that candidates have the opportunity to meet the standard." (Not met)
- "No evidence..." (Not met)
- "No assessments cited for this standard." (Not met)
- "The standard requires engagement of the candidate with students. The assessments cited do not meet that requirement." (Not met)
- "The assessment(s) cited is/are too generic to provide evidence for this standard." (Not met).
- "Although there is evidence in the cited assessments, the required amount of data has not been collected yet." (Met with conditions)
- "The assessments cited contained only limited evidence. If an overlay or addendum is implemented, more substantive evidence should be available." (Met with conditions)
- "No (or insufficient) evidence found in the assessments cited. (An)Other assessment(s), not cited for this standard, did contain evidence. See Part C"

Although it is possible to just reference Parts C and E where the assessments may be commented on specifically and at length, most reviewers comment within the Standards

section. There is no problem with repeating the same comment throughout the report if the decision reflects the same reason.

5. The next frame illustrates Parts C, D, and E of the Recognition Report where more substantive criteria should be given to assist the program in understanding the final decision.



## Decision Making FAQs

In general, NCTE and NCATE expect reviewers to use their professional judgment in making decisions. However, it is important that decisions are made consistently by reviewers within SPAs and across SPAs. This is difficult to do when we are unable to all meet together and share our thoughts, comments, and opinions until we reach consensus. This list of Decision-Making FAQs has been developed to help reviewers, as much as possible, make consistent decisions when response is not clear-cut.

### **How much data must be presented?**

NCATE has modified its data requirements for all but Assessment 1 when that assessment is a state required standardized examination. **At present data from two applications of an assessment are required except for Assessment 1 where examination data for three years should be available.** Revised assessments require one application and the requisite data.

### **What if the program has good assessments that appropriately address the NCTE standards but only has data on some of the assessments?**

If a program has less than the required amount of data for any of its assessments, then the reviewer should “recognize with conditions,” assuming everything else is acceptable.

### **How many standards can be “not met” and the program still receive national recognition?**

NCTE expects that programs will have a preponderance of evidence in each of NCTE's four categories of standards; if one general standard category (1,2,3,4) is not met, the program cannot be Nationally Recognized. Because of the multi-faceted content required for English teaching, Standards Category 3.0 (content standards) requires evidence for both the standards listed and their elements.

### **How many of the assessments must be performance-based?**

All of the assessments should be those in which the candidates demonstrate their mastery of the standard and should be appropriate for the standards being addressed. For example, a paper and pencil test can be a good measure of a candidate's knowledge base but it is certainly limited in its capability of demonstrating a candidate's skill level. Professional skills, attitudes and abilities should be demonstrated including activities--tasks that are conducted in a classroom, that provide direct measures of classroom performance, or are similar to daily activities a candidate would face in initial employment.

## **Further Assistance**

During the preparation of a review, program reviewers may wish to seek clarification and further information regarding elements of the report. If questions pertain to electronic components or factors, inquiries should be directed to NCATE Contacts: : Dr Monique Lynch, NCATE, 2010 Massachusetts Avenue NW Suite 500, Washington, DC 20036-1023; E-mail: [mlynch@ncate.org](mailto:mlynch@ncate.org); Tel: 202-466-7496; Fax: 202-296-6620. Queries about standards, assessments, or report content can be directed initially to the reviewer's team leader; if that individual is not available, reviewers should contact: Dr. Paul Yoder, NCTE/NCATE Program Reviews Coordinator, Truman State University, McClain Hall 310, Kirksville, MO 63501E-Mail: [pyoder@ncte.org](mailto:pyoder@ncte.org); Tel: 660-785-4502; Fax: 660-785 7486.

APPENDIX A

Sample Option A Recognition Report

**NATIONAL RECOGNITION REPORT**  
**Initial Preparation of English Language Arts Teachers**

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of English (NCTE).

**COVER PAGE**

Name of Institution

Date of Review

MM DD YYYY

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Program Type

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

**PART A - RECOGNITION DECISION**

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

**Comment:**

**Summary of Strengths:**

Strong comprehensive preparation in all areas of English/LA teaching that equips candidates to design curriculum, implement instruction, and measure impact on student learning. Deep involvement and collaboration of Education and English is evident. Effective assessment design and solid continuous assessment system.

## PART B - STATUS OF MEETING SPA STANDARDS

**Standard 1.** Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 2.** Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

**Standard 2.1.** Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Strong field experience with supervised hours in several courses prior to student teaching experience. Although service area is suburban / rural, care is taken to provide diverse placements.

**Standard 2.2.** Candidates use ELA to help their students become familiar with their own and others' cultures.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Not as clearly demonstrated as other standards in assessments. Focus in curriculum planning is on

literary themes. While student is the focus of instruction, it is not clearly articulated how familiarity with own or others' cultures are measured.

**Standard 2.3.** Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Reflective practice, while not a major focus, is assumed. Strong evidence of faculty collaboration modeled. No clear evidence of candidate collaboration. No evidence of participation in professional organizations. Standard minimally met.

**Standard 2.4.** Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 2.5.** Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Assumed under Literary Theme Resource Packet, although not specifically articulated. Program might wish to work on this area to make it more transparent to candidates as well as reviewers.

**Standard 2.6.** Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 3.** Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

**Standard 3.1.** Candidates demonstrate knowledge of, and skills in the use of, the English language.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Good inclusion in preparation program and in teaching/curriculum design.

**Standard 3.2.** Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Met	Met with Conditions	Not Met
Ⓔ	○	○

**Comment:**

Good inclusion in preparation program and in teaching/curriculum design.

**Standard 3.3.** Candidates demonstrate their knowledge of reading processes.

Met	Met with Conditions	Not Met
Ⓔ	○	○

**Comment:**

Evident in course work, required in curriculum design, and evident in assessment. Narrative discusses importance to candidate preparation.

**Standard 3.4.** Candidates demonstrate knowledge of different composing processes.

Met	Met with Conditions	Not Met
Ⓔ	○	○

**Comment:**

Evident in course work, required in curriculum design, and evident in assessment. Narrative discusses importance to candidate preparation.

**Standard 3.5.** Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Met	Met with Conditions	Not Met
Ⓔ	○	○

**Comment:**

Good overall inclusion. Focus of Literary Theme Resource Packet. Inclusion of various cultures in literary choices. While adolescent literature is not studied in a literature course, it is the foundation of the English methods course and required as basic in instructional design. Assessment 2 provides some assistance here but the program has established its Assessment 2 in a way that provides little useful evidence about candidates' specific knowledge related to specific NCTE standards. Consideration should be given to reworking Assessment 2 to provide more specific performance information. See NCATE's most recent position on the use of grades to demonstrate content knowledge--information found on NCATE website.

**Standard 3.6.** Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Met	Met with Conditions	Not Met
Ⓔ	○	○

**Comment:**

Good inclusion in preparation program and in teaching/curriculum design.

**Standard 3.7.** Candidates demonstrate knowledge of research theory and findings in English language arts.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 4.** Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

**Standard 4.1.** Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 4.2.** Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Evident in curriculum design and assessments.

**Standard 4.3.** Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Evident throughout program.

**Standard 4.4.** Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Creation of positive learning environments is effectively assessed. While mentioned and/or alluded to, promotion of respect for differences is not clearly articulated in program preparation, curriculum design, or demonstrated fully in assessments.

**Standard 4.5.** Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 4.6.** Candidates engage students in critical analysis of different media and communications technologies.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 4.7.** Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

**Standard 4.8.** Candidates engage students in making meaning of texts through personal response.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

While not specifically highlighted in course work or on assessments, the theory of reader response is infused in candidate preparation and in candidate designing of instruction.

**Standard 4.9.** Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Evident in assessments.

**Standard 4.10.** Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Focus of Impact on Student Learning Project.

### PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

#### C.1. Candidates' knowledge of content

Impressive preparation in content knowledge, addressing major requirements of English/LA teachers in the secondary classroom with variety and depth. Course content analysis demonstrates courses meet/align with SPA standards. However, the program should attempt to provide more specific evidence in each course related to both the standards addressed in that course and the candidate performance on those tasks; in this way, the program will begin to accumulate data that provide a much fuller picture of where candidates' strengths and weaknesses exist in terms of a content knowledge base. See NCATE's recent position on the use of grades for examples how this more specific information might be collected.

#### C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessments 3 through 7 require candidates to apply pedagogical and professional content knowledge, skills, and dispositions.

#### C.3. Candidate effects on P-12 student learning

Assessment 5, which is the Impact on Student Learning Project, is the primary demonstrator of meeting criteria. Other assessments support.

### PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

#### Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Most of the assessments are new or revised and implemented in 2005 - 06. Therefore, full data are not available. Analysis by the institution indicates favorable demonstration of candidate performance and the effectiveness of the assessments to demonstrate ability. The program undertook a major revision to insure closer alignment of lesson plan/unit design with standards--a very commendable response to the data.

### PART E - AREAS FOR CONSIDERATION

#### Areas for consideration

The institution is aware of the need for cultural diversity, but has not fully demonstrated how this is met in these review documents.

### PART F - ADDITIONAL COMMENTS

**F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:**

The reviewers have a concern about the incorporation of cultural diversity in the program as expressed elsewhere in this report.

**F.2. Concerns for possible follow-up by the Board of Examiners:**

**PART G - DECISIONS**

**Please select final decision:**

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation.
- Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.
- The program does not currently satisfy SPA requirements for national recognition. See below for details.

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.

## APPENDIX B

### Lead Reviewer Issues

1. Even though you alone will be writing the “Team Report,” it is essential that you work with your team to come to consensus prior to submitting this final report. You may work via e-mail or conference call (Contact NCATE for directions), but you need to be in touch with your team member(s) throughout the process.
2. Until the final Team Report is posted by hitting the “submit” button and then exiting PRS, the audit team cannot process your report. Since we are all on deadlines, always let the SPA Coordinator know if you will not be able to submit the final team report by the NCATE deadline. The Coordinator has some leeway based on the number of reports processed in each round, but it is always best to “be on time” with that final report.
3. Some report decisions may be changed during audit. The NCTE auditors are the most experienced reviewers in the program and they have a keen eye for the match of assessments to standards with the time to search for evidence that a less experienced reviewer may overlook. They also are focused on the specific English language arts requirements of the standards; generic assessments provide little evidence in these areas. If a decision is changed, the new report is available on the reviewer’s web page under “audit” after the report has been sent to the institution. The Coordinator is always available to discuss any change with the lead reviewer or team member.

## APPENDIX C

### Guidelines for Using and Documenting Course Grades as a Program Assessment

The NCTE/NCATE program review system accepts grades in content courses as evidence. Grades can be used for Assessment #1 (if there is no state licensure test), Assessment #2, or one of the optional assessments.

#### Acceptable documentation required for programs using course grades is as follows:

1. Courses must be required for all candidates in the program; elective courses may not be used as evidence.
2. Faculty may choose which courses will be used in this assessment. For example, they could select all courses in an academic major, or they could select a cluster of courses that address a specific domain, or they could select only one course, etc.
3. The documentation of course grades-based evidence must include curriculum requirements, including the course numbers of required courses. (a) For baccalaureate programs, documentation must be consistent with course listings provided in the Program of Study submitted in Section I of the program report. (b) If course grades are used as an assessment for a graduate level program that relies on coursework that may have been taken at another institution, the assessment must include the advising sheet that is used by the program to determine the sufficiency of courses taken by a candidate at another institution. The advising sheet should include specific information on required coursework and remediation required for deficiencies in the content acquirement of admitted candidates.
4. The grade evidence must be accompanied by the institution's grade policy or definitions of grades.
5. Grade data should be disaggregated by program level (e.g. baccalaureate and post baccalaureate), grade level (e.g. middle grades and secondary), licensure category ( English education), and program site.
6. Syllabi cannot be submitted.

#### Format for Submission of Grades as a Course-Based Content Assessment

The following format is required for submission of grades as a course grade-based assessment under Section IV of the program report:

**Part 1. Description of the assessment.** Provide a brief description of the courses and a rationale for the selection of this particular set of courses. Provide a rationale for how these courses align with specific SPA standards as well as an analysis of grade data included in the submission. (Limit to two pages).

**Note:** If course grades are used as an assessment for a graduate level program that relies on coursework that may have been taken at another institution, the report must include the advising sheet that is used by the program to determine the sufficiency of courses taken by a candidate at another institution.

**Part 2. Alignment with SPA standards.** This part must include a matrix that shows alignment of courses with specific SPA standards (see example below). Brief course descriptions must be included along with how the course meets the cited standards. A graduate level program that relies on coursework that may have been taken at another institution must show alignment between the SPA standards and the program's advising sheet that is used to determine the sufficiency of courses taken by a candidate at another institution.

**Part 3. Grade Policy and Minimum Expectation.** The program must submit grading policies that are used by the institution or program and the minimum expectation for candidate grades (e.g., all candidates must achieve a C or better in all selected coursework)

**Part 4. Data table(s).** Data tables must provide, at minimum, the grade distributions and mean course grades for candidates in the selected courses. NOTE: The "n" in the data table/s for each year

or semester should be relatively consistent with the numbers of candidates and completers reported in Attachment A to Section I. Large inconsistencies between the two data sets should be explained in a note included with the data table(s).

### Format Examples

#### Part 2. Alignment Matrix and Course Description (Full Catalog Course Description in Program of Study)

SPA Standard/s Addressed by Course	Course Name & Number	Brief Description of Course and How the Course Meets the Cited Standards, e.g. Key Assignments
3.1 (3.1.1, 3.1.4, 3.1.5, 3.1.6)	English Language I (ENG 200)	Course focuses on English language attributes. 75% of course grade based on 3 research papers, each focusing on an area in the course (language variety and evolution, acquisition and development, use and abuse).
3.5 (3.5.1,3,5,2, 3.5.4)	Literature of the Diaspora (ENG 347)	Course focuses on literature by authors associated with the Diaspora. 40% of course grade based on essay exams about required readings; 30% of course grade based on literature logs reflecting analysis of required readings including literary theory and criticism.

#### Part 4. Sample Data Tables

Example 1. Candidates' Grades in Required English Courses Secondary English Education Candidates Baccalaureate Program						
	2004-2005		2005-2006		2006-2007	
	Average course grade (range)*	% of candidates meeting minimum expectation	Average course grade (range)	% of candidates meeting minimum expectation	Average course grade (range)	% of candidates meeting minimum expectation
ENG 200	3.0 (2.5– 3.9)	100	3.0 (1.5– 3.9)	85	3.25 (2.3– 3.9)	90
ENG 347	2.75 (2.0 – 3.5)	85	3.0 (2.5– 3.9)	100	2.75 (2.0 – 3.5)	85

\*A = 4, B=3, C=2, D=1, F=0

Example 2. Mean GPA in English Major Courses for Candidates admitted to MAT Program Secondary English Education Candidates		
Academic Year	GPA (mean, range)*	% of candidates meeting minimum expectation
2004-2005	3.75 (3.0– 3.9)	100
2005-2006	3.3 (3.0 – 3.5)	100
2006-2007	3.4 (3.2 – 3.7)	100

\*A = 4, B=3, C=2, D=1, F=0

## Appendix D – Phrase Menu for Reviewer Responses

### Reviewer Report Writing Document - 2011 Version (Revised for NCTE Program Reviewers)

This document was originally received and reviewed in at the 2009 NCATE Clinic, and is intended as an aid to program reviewers, auditors, and NCATE staff tech editors as a resource for language that can be used in National Recognition Reports when comments are needed. The document is for *internal use* only; information within is fluid and subject to change at any time.

None of the language within is mandated for use (although of course some of it is dependent on policy requirements). However, phrases captured may help reviewers write the report as well as get some sense of what general expectations are across SPAs.

The intention is for this reviewer guide to be a *living document*, updated after each cycle of SPA reviews. This means that anyone who uses it should feel free to add to, revise, or question anything within. Send your changes or recommendations to Margie Crutchfield or any other member of the program review staff. Margie -- in consultation with the SPA coordinator as needed -- will have the final say as to what changes are made.

The document will include any changes that have been made to the document in the past calendar year **in red type** (changes may be added, however, at any point). Within any given year, new versions may be posted periodically by NCATE staff (the dates of revised postings of the document are noted in the footer of the report).

#### Part A - Test Results

The comment section for A.2 should be limited to whether or not Assessment 1 documents the required 80% candidate pass rate on the state licensure test in the content area. It should not include comments on the evidence provided by Assessment 1 toward meeting standards.

Context	Menu of Phrases	Comments
<b>1 80% pass rate on state content test is met</b>	<i>no comment necessary</i>	<i>Comment optional, particularly if there are no extenuating circumstances</i>
	Passing the Praxis II is a requirement for entry to student teaching.	<i>Substitute state content test in this phrase if Praxis is not used.</i>
	Passing the Praxis II is a requirement for program completion.	<i>Substitute state content test if Praxis is not used.</i>
	The program has documented a pass rate of [ $\geq 80\%$ ] for the past three years.	<i>If fewer than 10 in most current year of data, pass rate should be based on three years of data.</i>
	The program has documented a pass rate of [ $\geq 80\%$ ] in the most current academic year.	<i>If 10 or more completers in current academic year, pass rate can be based on one year only.</i>
	Although the pass rate is not clearly documented in Assessment 1, the report states that candidates must pass the Praxis II as a requirement for [ program completion / admission to student teaching ].	<i>If the report includes a definitive statement in the Context section or in Assessment 1 that passing the state test is a requirement for program completion, that is sufficient to check that the pass rate is met.</i>
<b>2 Pass rate not met</b>	Information provided in Assessment 1 documents that the program has a pass rate of [ $\leq 80\%$ ]. The program must document an 80 percent pass rate in order to achieve full national recognition. The pass rate must be based on the most recent academic year (if there are 10 or more test-takers included in the reported test results for that year), or the past three academic years (if there are fewer than 10 test-takers in the most recent year of reported test results).	<i>Select "not met" only if pass rate is definitively not met by data provided. Pass rate is based on either one year or three years of data.</i>
<b>3 Pass rate not</b>	Although Assessment 1 documents a [ <i>strong, 100</i>	

Context	Menu of Phrases	Comments
<b>applicable</b>	<i>percent</i> ] pass rate, the requirement is not applicable to programs with fewer than 10 program completers over a three-year period.	
	The 80 percent pass rate requirement is not applicable to programs with fewer than 10 program completers over a three-year period.	
	No candidates have yet taken the required state licensure test.	
	The state does not require a licensure test for this program.	<i>See program selection on cover sheet (item 15). Some institutions may institute their own requirement for Praxis II, but in that case "not applicable" is still the correct choice.</i>
	The state has not yet established a passing score for the licensure test in this program.	
<b>4 Pass rate cannot be determined</b>	Assessment 1 does not provide test data in such a way that the pass rate can be determined.	
	The number of test-takers in the data set is not provided.	
	The state passing score is not provided.	
	Although the program indicates that the pass rate is met, no data are provided to support this statement.	
<b>4a Multistate or distance learning campus</b>	State licensure exam data must be provided to demonstrate that program completers who reside in the U.S. and who take a state exam in any state have an aggregate 80% pass rate (for states that require licensure exam in the content area).	

### Part A - Summary of Strengths

- ▶ Although reviewers have been encouraged by NCATE and NCTE to list program strengths, it sometimes may be more appropriate to leave the section blank, rather than include gratuitous references to areas where the program simply meets basic expectations (e.g., "The program has sequenced field experiences,") Positive comments on the quality of the report itself - as opposed to the quality of the program and/or some of its assessments or other practices – are best placed in Part F of the report.
- ▶ When strengths are listed, they should not be followed by "caveats." (For example, "Most of the assessments submitted by the program have the potential to provide evidence for standards; however . . ."). On the other hand, comments that are encouraging to the program (e.g., "Although work is needed on some assessments to make them more closely aligned with the standards, the assessment system overall consists of comprehensive and challenging requirements that are well integrated to form a meaningful framework for candidate evaluation.")
- ▶ The "Summary of Strengths" should not be used for overall commentary on the program report.

### Part B - Status of Meeting SPA Standards

Although SPAs use a variety of approaches to writing comments for each standard in Part B, the most common and, it seems, helpful format is to first list the assessments that are attributed to the standard in Section III, and then write a brief comment on how well each assessment addresses the standard.

Context	Menu of Phrases	Comments
<b>5 Framing comments for standards in Part B (introductory statement)</b>	The program indicated that Assessments [1, 2, 3, 4, 5, 6, 7, and 8] provide evidence for this standard.	<i>No comment is necessary if the standard is met.  Name the assessment the first time it is mentioned in Part B.  Avoid excessive repetition of comments. If the same comment about an assessment applies to</i>

		<p><i>other standards, it is best to say "See comment under Standard 1 on Assessment 1."</i></p> <p><i>It is not necessary to include the decision in the comment (e.g., "Standard 6 is met.") although it is fine to do that. However, the comment should clearly support or justify the decision.</i></p>
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**Hypothetical example of comment in Part B for Standard 2:**

introductory phrase

The program indicates that Assessments 1, 2, and 4 provide evidence for Standard 2.

Assessment 1 provides strong evidence for meeting Standard 2; the state exam is aligned to this standard, and candidate category scores are consistently high in the content area of this standard.

Avoid cutting and pasting comments from standard to standard if the comment does not differ from one to the next.

Assessment 2 provides some evidence for meeting Standard 2; see comments on Assessment 2 under Standard 1.

Indicate name of assessment the first time it is mentioned in Part B (at least).

Assessment 4 (student teaching evaluation) and its scoring rubric are comprehensive and well constructed; however, the generic nature of the instrument and rubric limits its ability to provide definitive evidence that candidates perform the skills included in the standard.

The standard is met with conditions. Assessment 4 needs to be revised for closer alignment to the standard in order to demonstrate that candidates can perform the skills delineated by the standard.

Last sentence tells the program how reviewers came to their decision and also tell program what it must do to fully meet the standard.

**Inappropriate Assessments**

The following comments might be used in Parts B, C, or E. when assessments in and of themselves are not appropriate and should be replaced or dropped from the program's set of 6-8 assessments.

Context	Phrase Menu	Comments
<b>6 General opening statement</b>	The assessment is not suitable for evaluating candidates' competency related to this or other standards.	
<b>7 General explanatory statement</b>	Only assessments that evaluate the performance of all candidates on the same set of standards-aligned knowledge and/or skills, and are measured by means of accurate and objective scoring guides, are suitable for submission as one of the 6-8 assessments.	
<b>8 Assessment</b>	The assessment allows candidates to choose among tasks,	

<b>Context</b>	<b>Phrase Menu</b>	<b>Comments</b>
<b>allows options</b>	activities, or the subject matter for their written response; there is no assurance that all candidates will address the option that aligns to this standard.	
	The assessment is designed in such a way that there is no assurance that all candidates will be evaluated on this particular standard or element.	
<b>9 Self-assessment</b>	Assessment [#] is based on candidates' assessment of their own performance. While such assessments can provide useful feedback, they are not considered suitable as program report assessments, due to the inherent lack of objectivity that is characteristic of self-assessments.	
<b>10 External survey</b>	Surveys of graduates or employers are not suitable as one of the program report assessments, as there is no assurance that the performance of all program graduates will be captured.	
<b>11 Assessment a cluster of assignments</b>	The assessment as submitted consists of a group of unrelated or uncoordinated assignments. Although "clustering" of similar or unified assignments can be suitable as a means of creating a single and comprehensive program assessment, there must be a relational design that links those assignments (e.g. a series of similarly designed essays that cover a series of standards; or two course projects that are linked to the theme of the course and to one or more standards).	
<b>12 Assessment is a course</b>	The program submitted a description of a course and its activities as an assessment; however, without information on how candidates are evaluated on linked assignments in the course, accompanied by a standards-based scoring guide and data, this is not a suitable assessment submission.	
<b>13 Assessment is too broad or unfocused</b>	The assessment is too broad or unfocused to be a useful means of assessing candidate knowledge and skills at the level of specificity required by standards; generally assessments work best when they are focused on the elements of one or more related standards, as opposed to being generalized assessment of all or most standards.	
<b>14 Assessment is duplicative</b>	The assessment essentially evaluates the same knowledge and skills and through the same means as Assessment [#], with the only critical difference being that the candidates are evaluated at a different point in their program. The program's 6-8 assessments should consist of a series of distinct assessments that in their totality serve as a unified assessment of candidate summative knowledge and skills as articulated by standards.	<i>This comment is meant for programs that use a formative and summative version of the same assessment as two separate assessments.</i>
	The assessment evaluates the same knowledge and skills and uses the same basic assessment instrument as Assessment [#], with the only difference being that the data are derived from different evaluators; as such, it isn't suitable as an independent assessment. The program may wish to report the data from this assessment as a component of Assessment [#], or else replace this assessment.	<i>This comment is meant for programs that provide student teacher evaluation data from supervisors and from cooperating teachers as two different assessments.</i>
<b>15 Duplicative (portfolio)</b>	This portfolio-based assessment, as presented, provides data for many of the same assessments that are included in the rest of the report. Although a portfolio can be used as an assessment source, in most cases a further dimension must be added to the requirements in order to make it a distinct assessment, rather than only a repository of artifacts that reflect other key program assessments. For example, candidates might be asked to gather artifacts and provide a written defense of their competency in some or all standards.	
<b>16 Assessment is too narrowly focused</b>	The assessment only measures candidates on one standard or element, and thus may be too narrowly focused to be included as one of the 6-8 comprehensive assessments used by the program.	
	Although the assessment is an effective measure of Standard [##], it only evaluates candidates on a single standard or element, and thus may be too narrowly focused to be included as one of the 6-8 comprehensive assessments used by the program.	
<b>17 Praxis III</b>	Praxis III is not considered a suitable assessment, due to its generic	<i>Pathwise is another version of</i>

Context	Phrase Menu	Comments
	nature as well as the fact that it is an induction assessment, not suitable for initial licensure.	<i>Praxis III; neither is appropriate for initial licensure</i>
<b>18 Praxis I (or other general knowledge test)</b>	Praxis I is not an assessment of candidate content knowledge in their specific teaching area, and thus is not aligned to content knowledge standards for the SPA.	
<b>19 Praxis PLT (or equivalent pedagogy test)</b>	The Praxis PLT is a generic test of pedagogy and, except in an indirect way, does not address the specific content pedagogy reflected by the SPA standards.	<i>Some SPAs do accept the PLT as an assessment, and it could be argued that it is sufficiently aligned to some standards. However, most SPAs agree that it is a poor substitute for a more robust assessment that could occupy that same assessment slot.</i>
<b>20 Assessment is a group project</b>	Assessments that are based and evaluated on group work are usually not suitable assessments, since the performance of individual candidates is not evaluated. Consequently, they do not provide assurance that all candidates have mastered the skill that the project is designed to assess.	

### Assessment 1 issues

The following comments might be used in Parts B, C or E related to common problems with Assessment 1.

Context	Phrase Menu	Comments
<b>21 No subtest scores</b>	Subscore data were not provided; without such data, candidate strengths and weaknesses in the subareas of the test that relate to individual standards and/or their elements cannot not be determined or used by the program for analysis.	
<b>21a</b>	See further information on obtaining Praxis II data, including category scores, on the NCATE website <a href="http://ncate.org/governance/PraxisIIDataStd1.asp?ch=37">http://ncate.org/governance/PraxisIIDataStd1.asp?ch=37</a> or the ETS website <a href="http://www.ets.org/praxis/institutions/scores/receiving">http://www.ets.org/praxis/institutions/scores/receiving</a>	
<b>22 Subtest scores unclear or not analyzed</b>	Although subtest scores were provided, no information was provided on how to interpret their meaning in terms of candidate performance in each area.	
	The analysis of data findings did not include any interpretation or analysis of subtest scores.	
<b>23 Test not aligned to standards</b>	Because the content area licensure test is not aligned to the NCTE standards, it provides only limited evidence of meeting this or other standards.	
<b>25 NCTE &amp; Praxis II</b>	The alignment of the Praxis II exam to NCTE standards is not endorsed by NCTE.	
	Although the program has appropriately provided test data and evidence meeting the 80 percent pass rate as required by NCATE, the alignment of the Praxis II exam to NCTE standards is not endorsed by NCTE. Therefore, Assessment 1 provides only limited evidence toward meeting this or other NCTE standards.	
<b>26 Alignment to standards not provided</b>	The report did not include information on the alignment of the test objectives to the SPA standards. Without this information, it is impossible for reviewers to determine whether the scores provided indicate candidate mastery of the standard.	
<b>27 Alignment inaccurate</b>	The alignment of test objectives to this standard is too indirect for candidate scores to be used as evidence for meeting this standard.	
<b>28 Assessment inappropriate to standard</b>	The state licensure exam, being a paper-and-pencil test, is an ineffective measure for this performance-based standard.	
	The state licensure exam, being a paper-and-pencil test, has no application to the performance-based aspects of this standard, and thus provides only limited evidence toward meeting the standard.	

## Assessment 2 issues (Course Grades and Comprehensive Exams)

The following comments might be used in Parts B, C or E related to common problems with course grade assessments and comp exams, which are most often used for Assessment 2.

Context	Phrase Menu	Comments
<b>29 Course-grade based assessment</b>	If grades in courses are used as an assessment, the program must follow NCATE guidelines for the construction of the assessment: <a href="http://www.ncate.org/institutions/GuidelinesGrades.asp?ch=90">http://www.ncate.org/institutions/GuidelinesGrades.asp?ch=90</a>	
	See NCATE guidelines for the construction of an assessment based on course grades at <a href="http://www.ncate.org/institutions/GuidelinesGrades.asp?ch=90">http://www.ncate.org/institutions/GuidelinesGrades.asp?ch=90</a> .	<i>May want to combine this information with one or more of the comments below.</i>
	Insufficient information was provided on how course content aligns to standards.	
	No information was provided on how course grades are determined or assigned.	
	Only combined GPAs were provided. Aggregate data are needed for each course in order to determine candidate strengths and weaknesses across content areas as represented by course grades.	
	Only courses that deliver content related and aligned to the NCTE standards should be used as the basis for this assessment.	
<b>30 Comprehensive exam related to program content</b>	More information is needed on how exam questions are determined and scored.	
	Based on the sample provided, the exam does not appear to be an adequate instrument for evaluating candidates on the depth and breadth of standards that the exam is purported to cover.	
	The objectives of the exam, and their alignment to NCTE content standards, is not clear.	
	The choices given to candidates for essay questions do not ensure all candidates will be evaluated on their knowledge of this particular standard or element.	

## Assessment narrative issues

The following comments might be used in Parts B, C or E related to common problems with the narrative section of assessment documentation (description, alignment, and analysis). No references are made to item 4 in the narrative (Data as Evidence for Meeting Standards) because very few reports include comments specific to that item of the narrative.

Context	Phrase Menu	Comments
<b>31 Narrative not provided, or incomplete</b>	The narrative section for the assessment was not included. See the introduction to Section IV in the program report template for what must be included in assessment documentation.	
	The narrative section for the assessment is incomplete and does not follow guidelines for documentation of an assessment as is outlined in the introduction to Section IV in the program report template.	
	The narrative section for the assessment is incomplete; see guidelines for documentation of an assessment outlined in the introduction to Section IV in the program report template.	
<b>DESCRIPTION OF THE ASSESSMENT</b>		
<b>32 Missing</b>	A brief description of the assessment was not included.	
<b>33 Inconsistent w/ assessment instrument</b>	The description of the assessment appears inconsistent with the assessment instrument or instructions to candidates.	
<b>34 Inconsistent w/ Section II</b>	The description of the assessment is not consistent with the information provided for the assessment in Section II of the report.	
<b>35 Vague or incomplete</b>	The description of the assessment does not provide enough information to give reviewers a sense of context for the assessment.	
<b>ALIGNMENT TO STANDARDS</b>		
<b>36 Missing</b>	Assessment documentation did not include an explanation or matrix that demonstrates the alignment to standards.	

Context	Phrase Menu	Comments
<b>37 Inconsistent with Section III</b>	Although Section III indicates that this standard is addressed by Assessment [#], the assessment itself does not include reference to the standard, nor does the assessment appear to be an appropriate source of evidence for the standard.	
	Section III indicates that this standard is addressed by Assessment [##], but the standard is not referenced in the alignment information provided. Although the standard is referenced in the assessment instrument and/or rubric, reviewers are unable to see the specific relationship of the standard to the assessment requirements.	
<b>38 Not included in alignment, but could be</b>	Although the program makes no mention of this standard in its documentation of Assessment [#], it appears that with some modification the assessment could document candidate proficiency in relation to this standard.	
<b>39 Inconsistent with instrument/ rubrics</b>	The alignment to standards provided in Part 2 of the assessment documentation is not consistent with the standards referenced in the assessment instrument and/or rubrics.	
<b>40 Not aligned to standards</b>	Alignment is provided to INTASC Core Principles or state standards, but not to the NCTE standards.	
	Alignment is made to concepts included in NCTE standards, but not to the standards themselves.	
<b>41 Vague</b>	Alignment to standards is not demonstrated, or is too vague or indirect to be convincing.	
<b>42 Aligned to content standards but not to their elements</b>	Alignment is made to overall content standards, and not to elements of standards.	
<b>ANALYSIS OF DATA FINDINGS</b>		
<b>43 Missing</b>	Assessment documentation did not include an analysis of data findings.	
<b>44 Insufficient</b>	The analysis of data findings does not examine what the data reveal about candidate strengths and weaknesses in terms of assessment performance.	
<b>45 Only looks at overall scores</b>	The analysis of data findings only includes a discussion of candidate overall performance, instead of relative performance on assessment components as aligned to standards.	
<b>46 Interprets data rather than analyzes findings</b>	The analysis of data findings is focused on numerical interpretation of the data, as opposed to a discussion of findings relative to candidate strengths and weaknesses as revealed by their performance on components of the assessment.	
<b>47 Not enough data for analysis</b>	Because the amount of performance data collected to date is small, only general references are made about data results.	

### Assessment issues (instrument, scoring guide, data tables)

The following comments might be used in Parts B, C or E related to common problems with the assessment itself (instrument, scoring guide or rubric, data tables). In most cases, the complete comment would consist of multiple statements related to different components of the assessment.

Context	Phrase Menu	Comments
<b>ASSESSMENT DOESN'T ADDRESS STANDARD</b>		
<b>48 General statement</b>	The assessment does not address this standard.	
<b>49 Referenced in Section III but not in assessment</b>	Although the assessment is indicated as addressing this standard in Section III, the assessment as presented in Section IV does not reference this standard.	
<b>50 Paper-and-pencil test</b>	Because Assessment [#] is a paper-and-pencil test, it has only limited application to the performance-based nature of this standard.	
<b>51 Not an accurate measure of standards</b>	The assessment as presented does not appear to be a good fit with the standards it is purported to address.	
<b>ASSESSMENT INSTRUMENT</b>		

<b>Context</b>	<b>Phrase Menu</b>	<b>Comments</b>
<b>52 Missing</b>	The assessment instrument or assignment given to the candidates was not included. Without this documentation, it is not possible for reviewers to know what specific tasks, knowledge and activities candidates are evaluated on.	
<b>53 Description and not instructions</b>	The assessment instrument submitted reads more as a description of the assessment, rather than the actual directions that are given to the candidate for completing the assessment.	
<b>54 Vague</b>	The instructions for completing the assessment are too vaguely stated for reviewers, or candidates, to understand what candidates are specifically required to do.	
<b>55 Incomplete</b>	The instructions to candidates appear to be incomplete or not provided in enough detail for reviewers, or candidates, to understand what candidates are specifically required to do.	
<b>56 Unclear</b>	Although an assessment instrument is included, there is not enough context to understand how it is used or applied.	
<b>57 Inconsistent w/ description</b>	The assessment instrument appears to be inconsistent with the description of the assessment.	
<b>58 Inconsistent w/ Section II</b>	The assessment appears to be inconsistent with the information provided in Section II of the report.	
<b>59 Not aligned to standards</b>	It is not clear how the assessment is aligned to the standards it is purported to address, based on alignment information provided.	
<b>60 Superficially aligned to standards</b>	Although the assessment has been annotated with references to the standards it is purported to address, the alignment in most cases appears indirect or superficial. It is not evident that the assessment has been customized or revised in any way for more specific alignment to the NCTE standards.	
<b>61 Aligned to multiple v individual standards</b>	Activities or requirements within assessments must be set off in such a way that each task or requirement is specifically designed to measure competency on a single standard or standard element.	
<b>62 Aligned to INTASC or other standards instead of SPA standards</b>	The assessment as presented is aligned to [INTASC, state, institutional] standards, and not the SPA standards.	
<b>63 Assessment is generic</b>	The generic nature of the assessment does not allow for specific alignment to the NCTE standards.	
	The generic nature of the assessment does not allow for specific alignment to the NCTE standards, although the assessment could be revised to that end.	
<b>SCORING GUIDE OR RUBRIC</b>		
<b>64 Missing</b>	The assessment is not supported by a rubric or scoring guide.	
<b>65 Insufficient</b>	The rubric/scoring guide is insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance.	
	The rubric/scoring guide is not sufficiently developed to ensure interrater reliability.	
<b>66 Generic; not aligned to standards</b>	Although the alignment to standards is evident in the assessment instrument, the rubric does not describe performance levels in ways that reflect the standards.	
	The rubric indicators are not aligned to standards.	
<b>67 Not correlated to assessment instrument</b>	The rubric categories are inconsistent with the assessment components; candidates are not evaluated on the specific tasks described in the instructions to candidates.	
<b>68 Not correlated to performance</b>	The rubric evaluates candidates on qualities related to the assessment product (organization, writing skills, etc.), and not on the performance of skills or possession of knowledge as described by standards.	
<b>69 Not anchored by descriptions of performance</b>	Rubrics do not describe the qualities or characteristics of performance that would indicate unacceptable, acceptable and target performance.	
	Rubrics largely mirror the language of the standards, and do not describe candidate performance at each level in operational terms.	

Context	Phrase Menu	Comments
<b>70 Quantitative rubrics</b>	Candidate performance tends to be rated by quantitative vs qualitative factors.	
<b>71 Rubrics are mainly checklists</b>	Rubrics are essentially a checklist of items to be turned in order to complete the assessment, and do not provide means for a qualitative, standards-based evaluation of candidate performance.	
<b>72 Distinctions between performance levels not clear</b>	Rubrics do not always make a clear distinction between performance levels; in particular, the expectations of target level performance are not clearly enough differentiated from acceptable performance.	
	Rubrics do not appear to be grounded in a basic agreement of what constitutes unacceptable, acceptable, and target performance.	
	The unacceptable indicators for most rubric items are based on noncompletion of requirements, as opposed to completion of requirements in such a way that standards are not met.	
<b>73 Distinctions in performance are not objective</b>	Rubrics rely on the subjective use of qualifiers (e.g. "most," "somewhat," "exceptional") to describe differences between levels of performance, instead of on descriptions of what an evaluator would expect to see at each performance level.	
<b>74 Rubrics use the standards themselves as descriptors</b>	Rubrics are founded on the language of the standards, and not on descriptions of performance that would characterize knowledge and/or performance of the standards by means of the assessment tasks.	
<b>75 Rubrics do not isolate individual standards or elements</b>	Rubrics must be designed to capture performance related to individual elements of standards, instead of using single rubric categories to evaluate performance that relates to two or more standard elements.	
<b>76 Acceptable performance not always "acceptable"</b>	Descriptions of acceptable performance do not always mirror a minimal expectation of performance that would be expected by a first-year professional in the field.	
<b>77 Minimal level of performance unclear</b>	It is not clear, based on rubric categories, what the program considers to be minimally acceptable performance in each evaluated performance.	<i>Usually this would be that the program uses a 4-column rubric that has some intermediate category (e.g. "basic") between unacceptable and acceptable.</i>
<b>78 Expectations for success not clear</b>	The report does not specify what is required in order for the candidate to achieve a successful overall performance on the assessment. (In general, the NCTE expects that candidates must score at the acceptable level on all assessment performances that are measures of their standards.)	
<b>79 Remediation measures not specified</b>	The report does not specify what candidates must do, or are given the opportunity to do, if they are unsuccessful in meeting assessment expectations.	
<b>80 For course grade assessment (#2)</b>	The report does not include the institution or program's qualitative grading policy (i.e. what an "A" means, a "B" means, etc.)	
<b>81 Impact on data</b>	The report does not include information on the program or institution's minimum grade or grade point requirements.	
	As a result, the data derived from the assessment cannot be interpreted as evidence for meeting standards.	<i>This phrase might be appended to statements above related to insufficient scoring guides.</i>
<b>DATA TABLES</b>		
<b>82 Lack of data</b>	No data were provided for the assessment.	
<b>83 Insufficient data</b>	Data were only provided for one application]. NCATE expects data to be provided for two applications of the assessment instrument.	
	Data were only provided for a sample of candidates; data should be provided for all candidates.	
	The number of candidates for which data were reported seems disproportionately small to the number of candidates/completers reported in Section I.	
<b>84 Holistic reporting of data</b>	Data provided represent the overall score or grades received by candidates, and not performance on each standards-based item	

Context	Phrase Menu	Comments
	included in the assessment. Data provided in such a way cannot be used by the program for analysis of candidate strengths and weaknesses related to the assessment.	
<b>85 Problems w/ how data are presented</b>	The "n" for the data was not included.	
	The semester or year represented by the data is not included.	
	Data should be disaggregated by the semester or year represented by the data, as opposed to grouping multiple semesters or years of data in a single tabulation.	
<b>86 Data not aligned to instrument</b>	Data reported are not aligned to the assessment instrument or rubric; it is not clear what data represent.	
<b>87 Data not aligned to standards</b>	Data reported are not referenced to the standards, making it difficult for reviewers to interpret the meaning of data in relation to standards or performance reflected by the data.	
<b>88 Data aligned to multiple standards</b>	Because the assessment and/or rubric are designed to evaluate performance across multiple standards in some cases, the resultant data cannot be used as evidence of successful candidate performance on individual standards or elements.	
<b>89 Problems w/ how data are presented</b>	Data are not presented in such a way that the meaning of data can be readily interpreted.	
	Only mean candidate scores were provided, and not the range; without knowing the range of scores, reviewers cannot tell whether all candidates scored at minimally acceptable levels.	
	Data should be aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category. Data should not be provided on a per candidate basis.	
	Candidate identifying information (e.g. names, initials, student ID #s) should not be included in the report.	
<b>90 Data reflect poor candidate performance</b>	Data show that not all candidates scored at acceptable levels; the program should indicate what remediation is offered to or required of candidates who do not achieve acceptable levels of performance on assessments.	
	Data indicate that not all candidates scored at acceptable levels, which is contradictory to or not reflected in the analysis of data findings.	
<b>91 Data not disaggregated by program level</b>	Data in the postgraduate and/or graduate level program report are identical to data in the baccalaureate report; data must be disaggregated to reflect performance of candidates in each program.	
<b>92 Data not disaggregated by site of delivery</b>	Data must be disaggregated to reflect candidate performance in programs delivered in each site or delivery mode.	

### Part C - Evaluation of Program Report Evidence

Comments in the "phrase menu" below are provided as examples - there are too many variants to construct a set of common statements.

- ▶ Comments in Part C should be written with the understanding that the BOE team will make use of the information in its response to Standard 1 in the BOE report. Thus, summarized statements on the sufficiency of evidence in each of the three areas of Part C comprise the best approach to writing this section. NCTE asks reviewers to use Part C to summarize all comments related to individual assessments.
- ▶ Technical feedback on assessments that are primarily addressed to the report writer can be inserted in Part B of the report (see comments under the "Part B intros" tab). Alternately, detailed analysis of revisions needed to individual assessments could be placed in Part E of the report.
- ▶ Note that C.1, C.2 and C.3 are not "standards" and therefore should not be referred to as "met" or "not met." Instead, it is best to refer to them as areas of competency, or some other general phrase - as needed.

► A comment is required for C.1, C.2 and C.3 for first reviews.

Context	Phrase Menu	Comments
<b>93 C.1 Content Knowledge</b>	Data from Assessments 1 (state licensure test) and 2 (course grades) provide sufficient evidence of candidate content knowledge.	
	Candidates' successful performance on the state licensure test provides evidence of candidate content knowledge. Candidate course grades also indicate that they master the content of coursework which is aligned to the SPA's content-based standards.	
	Candidates' successful performance on the state licensure test provides evidence of candidate content knowledge. Candidate course grades provide some supporting evidence of candidate content knowledge.	
	Data from Assessment [#] support that candidates understand the subject matter that they teach.	
	The program did not provide sufficient evidence that candidates know the subject matter they will teach. See comments in Part B, Category 3.0 of the report..	
	Overall, the report did not provide conclusive evidence of candidate content knowledge. Subscores for licensure test data were not provided, and the course grade assessment was insufficiently documented.	
<b>97 C.2 Professional and Pedagogical Knowledge and Skills</b>	Data from Assessments 3 (Unit Plan) and 4 (Student Teaching Evaluation) provide primary evidence of candidate professional and pedagogical knowledge and skills.	
	Data from Assessments [#] also support candidate competency in these areas.	
	Because of the generic nature of assessments in this area, evidence is weak or insufficient that candidates have the professional and pedagogical knowledge and skills specific to English language arts as reflected by the NCTE standards.	
	Assessments in this area are overly reliant on the evaluation of candidate knowledge of pedagogy, and not candidates' application or performance of that knowledge.	
<b>98 C.3 Effects on Student Learning</b>	Data from Assessment 5 (Modified Teacher Work Sample) provide evidence of candidate ability to demonstrate positive effects on student learning, even though data from only one semester were provided. The TWS has been aligned to the NCTE standards, and customized for application in an English classroom. Further evidence is provided by items related to effect on student learning on the Student Teacher Evaluation, on which all candidates scored at or above the acceptable level.	<i>Across SPAs, there does not seem to be full consensus of what is sufficient evidence of "effects on student learning." However, the majority of SPAs are satisfied with a TWS-like assessment that (a) is customized for use in a classroom that represents their discipline; (b) is at least generally aligned to their standards to the extent that alignment is justifiably incorporated; (c) is based on whole class, or at least small group instruction, and not a "case study" approach; (d) takes place over an extended period of teaching and most commonly in the clinical experience; (e) requires candidates to collect and analyze pre- and post data. Some SPAs seem to require actual evidence of student learning as a criterion of candidate success on the assessment. On the other end of the spectrum, some SPAs only require that candidates are "assessed on assessment," and evaluated for positive impact on student learning during their clinical experience - and do not always require</i>
	The program has not provided sufficient evidence of student learning. Assessment 5 (Reflection on Student Learning) requires candidates to reflect on the progress made by two students in their first student teaching placement, but does not require that reflection to be supported by data derived from candidate assessment of student learning prior to and after the candidates' teaching experiences with those students. Moreover, the TWS should be based on whole class instruction, and not just a sample of students.	

Context	Phrase Menu	Comments
		<i>that Assessment 5 be based on a TWS model.</i>

#### Part D - Evaluation of the Use of Assessment Results

Comments below in the "phrase menu" are provided as examples - there are too many variants to construct a set of common statements.

► A comment in Part D is required for all first reviews. If the SPA wishes Section V to be revisited in the Revised or Response to Conditions report, it should make that clear - either in comments in this part of the report, or in Parts E or G. **Unless the reviewers specifically request or suggest that Section V be resubmitted, programs should not be considered under an obligation to resubmit Section V in future reports.**

► Reviewers should be careful to distinguish between the impact of lack of data due to new assessments or failure of the program to submit data, v lack of data due to small program size. Comments - in Part D and elsewhere in the report - should not suggest that small programs themselves are a problem.

Context	Phrase Menu	Comments
<b>99 Response complies with requirements for Section V</b>	The program has provided examples of the use of data to inform program change and improvement, and it demonstrates that assessment data are systematically and comprehensively reviewed by faculty and other stakeholders.	
	Although the program is [very] small, it is evident that program faculty examine data on a regular basis and discuss what data findings might suggest. It is clear that faculty have a process in place to closely monitor data over time in order to determine whether program changes are needed. In addition, faculty use assessment data to adjust their approach to implementing some assessments; in particular, based on the fact that many candidates had difficulty with the TWS in the first two semesters of implementation, faculty now meet with candidates individually to discuss their approach and progress on the assessment.	
<b>100 Not enough data to provide substantive response</b>	The program has a process in place to ensure faculty analysis of assessment data, although to date available data have been limited primarily to the results of state licensure exams. However, the program documented that it has made a change to content level entry requirements for post baccalaureate candidates as a result of those candidates' relatively poor showing on some subareas of the Praxis II content test, which candidates take before admission to the program.	
	Due to the small size of the program and the lack of data for three new or revised assessments, the program has little data to apply toward program analysis. No program changes were reported. It is also not evident that the program has a process in place for systematic analysis of data. This section of the report, informed by additional data, should be addressed in the program's Revised Report.	
	Because the assessments submitted by the program need further revision in order to make them effective for the collection of standards-based data, reviewers have no feedback to offer on this section. The program should resubmit this section of the report once it has collected data on revised assessments.	
<b>101 Response does not address Section V</b>	The program's response focused on changes it has made to the program and program assessments over the past three years, but does not refer to any assessment data as being an impetus for program change.	
	The narrative in Section V of the report addressed changes made by the unit, and not at the program level.	
	Section V was not organized according to the categories of content knowledge, pedagogical and professional knowledge, and student	

Context	Phrase Menu	Comments
	learning.	

## Part E - Areas for Consideration

Even among NCATE staff there may not be complete agreement as to the role of Part E in the national recognition report. Also the purpose of this part of the report has evolved over time. Most SPAs however use Part E to convey general comments about the program's assessments and the overall ability of assessments to meet standards and achieve or maintain national recognition. In other words, comments in this part of report are most likely to relate to the program's assessment system itself, and not to other aspects of the program or the report. Based on that view of the role of Part E, here are some general comments:

- ▶ If the program has not achieved National Recognition, comments should provide overall guidance or summarization of what needs to be done to improve assessments, or provide evidence of candidate success on assessments, in order for standards to be met. Programs will use comments in this section, and in Part B, to guide their preparation of the Revised Report.
- ▶ If the program has achieved National Recognition, comments should give direction to the program for further improvements and refinements to be made to the assessment system (as needed).
- ▶ If the program is Recognized with Conditions, comments should distinguish between what must be done to address Conditions v other areas for consideration that should be attended to by the program, but are not serious enough to be Conditions to National Recognition. In fact, it might work best to only list the areas for consideration that are not actual Conditions to Recognition in Part E, and then end with a statement of "also see Conditions to Recognition listed in Part G."
- ▶ Part E does not require a comment. There is no need to repeat comments that are made in sufficient detail elsewhere in the report.
- ▶ Comments in Part E should be written in the form of declarative statements, as opposed to directives. Example:

"The rubric for Assessment 7 is not aligned to the assessment instrument or to the SPA standards."

vs

"Align the rubric for Assessment 7 to the assessment and SPA standards."

- ▶ Refrain from advice that reflects personal preferences but is not dictated by any publicly available guidelines on writing program reports. An example would be suggesting that a program only use three-column rubrics, or that it replace an optional assessment with one that you have found to be useful in your own assessment system.

**Examples of Areas for Consideration that are most often included in Part E:**

- ▶ A detailed analysis of problems with individual assessments, often including examples drawn from the assessment used to illustrate what the problem is.
- ▶ An analysis of the flaws of the overall assessment system, including:
  - assessments that should be removed or replaced (see "inappropriate assessments")
  - the need for assessments to address the elements of standards, and not just the overall standard
  - the misinterpretation of standards within some assessments
  - overreliance on paper-and-pencil assessments
  - overreliance on assessments that are not based on performance in a classroom setting
  - duplicative or overlapping assessments, which weaken the overall assessment system
  - too many assessments (i.e. bundled assignments), creating a cumbersome and disjointed assessment system
  - reliance on generalized assessments that try to cover all standards, as opposed to creating a series of integrated assessments that each comprehensively focus on individual standards or groups of compatible standards.
- ▶ Concerns related to lack of two applications of data for some/all assessments, or inconsistency of the "n" in data sets across the report
- ▶ Suggestion that the program, although recognized, refine its rubrics for greater specificity.
- ▶ Suggestion that the program continue to revise assessments to create more specific alignment to standards.

**Part F - Additional Comments**

**Part F.1 - Comments on Section I (Context) and other topics not covered in Parts B-E:**

Comments in Part F.1 should relate to the Context section of the report, or may include comments related to overall problems with the report submitted (excess typos, confusing presentation, didn't follow guidelines, etc.) Some SPAs also use this part of the report to commend the program on the quality of the report, or changes made to address original review concerns.

Context	Phrase Menu	Comments
<b>102 Faculty qualifications</b>	The degrees of many/most faculty are not in the field of English].	
	None/few of the program faculty members have terminal degrees.	
	None/few of the program faculty are full-time and/or tenure-track.	
	None/few of the faculty who supervise student teaching have experience or certification in the area of English language arts.	
	The faculty member who teaches the methods class does not have an academic background in English language arts.	
<b>103 Faculty reported incorrectly</b>	Only faculty who are directly affiliated with the program should be reported (i.e. professors and instructors, directors or administrators, supervisors of clinical experiences).	
	It was not clear which faculty member(s) are responsible for supervising student teachers.	
	The roles and responsibilities of faculty members were not clear from the information provided.	
<b>104 Field experiences</b>	It was not clear from Section I of the report that candidates participate in field experiences across the grade range of the license for which they are preparing.	
	The number of hours candidates must spend in required field experiences was not included in the report.	
	Not enough information was provided on what candidates are required to do in their field and/or clinical experiences.	
	It was not clear from the report what courses included required field experiences.	
<b>105 Enrollment number discrepancies</b>	The candidate and completer numbers reported in Section I appeared inconsistent with the numbers in data tables in most assessments. In particular, assessments that use program completers as the basis for data should be relatively consistent to the number of completers reported per year in Section I of the report. Although data discrepancies are common and to be expected, they should be explained in an explanatory note accompanying data tables.	

Context	Phrase Menu	Comments
<b>106 Discrepancies between candidates/completers</b>	The great discrepancy between candidates and program completers should be explained in the next report, so that reviewers have a better understanding of why it appears that a small number of program enrollees complete the program.	
<b>107 Fewer than five completers in three years</b>	Please note that in the fall of 2009, NCATE's Specialty Areas Studies Board approved a policy that will allow programs with very low enrollment numbers to be exempted from the national program review requirement, pending approval from the respective state agency. If the program wishes to consider that option in place of submitting a second report, please contact Dr. Margaret Crutchfield at NCATE (margie@ncate.org).	
<b>108 Program level discrepancies</b>	Section I of the program report referenced a postbaccalaureate/graduate initial licensure program in addition to the baccalaureate program. If the institution offers this program at a postbaccalaureate or graduate level, separate reports should be submitted for those programs. See NCATE guidelines at <a href="http://www.ncate.org/institutions/guidelinesProcedures.asp?ch=90">http://www.ncate.org/institutions/guidelinesProcedures.asp?ch=90</a>	
<b>109 Report did not follow guidelines; advised to seek assistance</b>	The report did not follow NCATE guidelines for report submission. Please review NCATE guidelines at <a href="http://www.ncate.org/institutions/process.asp?ch=10">http://www.ncate.org/institutions/process.asp?ch=10</a> . The program may also benefit from participating in a NCATE Webinar on preparation of program reports, or visit archives of previous webinars; see <a href="http://www.ncate.org/public/upcomingWebSeminars.asp">http://www.ncate.org/public/upcomingWebSeminars.asp</a> . NCTE assessment examples are also available at <a href="http://www.ncate.org/institutions/assessmentLibrary.asp?ch=90">http://www.ncate.org/institutions/assessmentLibrary.asp?ch=90</a> .	
	The report did not follow guidelines for submission of assessment documentation (Section IV). Please review directions at the beginning of Section IV in the program report document.	
	The program is advised to contact the program coordinator for NCTE before engaging in work on a follow-up report.	
	The program is advised to review SPA guidelines for report preparation at <a href="http://www.ncte.org/cee/ncate/program">www.ncte.org/cee/ncate/program</a>	
	The program may benefit from attending a report preparation workshop. Workshops are held at NCATE Institutional Orientations, ATE and AACTE conferences, and through web seminars..	
	Files uploaded in the report should be named for easy identification of the file contents (e.g. "Program of Study," "Assessment 1.")	
	Extraneous information (course syllabi, faculty handbooks, etc) should not be included in the report.	

## Part F.2 - Concerns for possible follow-up by the Board of Examiners

Reviewers should only include comments in this part of the report if they wish to bring the BOE's attention to something in the report that may have implications in that team's review of the NCATE unit standards. Comments may reflect a concern with a certain program practice, or may alert the BOE to a unique or creative practice that may extend to other programs as well. However, reviewers should not include comments that ask the BOE to "investigate" whether the program is making or has made changes, collected data, analyzed data, etc., as outlined by reviewers' concerns within the body of the report. Reviewers should also bear in mind that the BOE reads the entire National Recognition Report, so that all reviewers' comments are taken into consideration as part of the evidence that the BOE considers.

Some examples of appropriate comments in F.2 are:

- ▶ a concern that methods course(s) are not offered, or not offered in such a way that content-specific pedagogy is taught
- ▶ a concern that the quality or quantity of field experiences appears to be out of line with common practices for NCATE-quality programs
- ▶ concerns with faculty qualifications

## Part G - National Recognition with Conditions

The phrases below might be used as part of the general information provided to a program on what to include in their Response to Conditions report. Reviewers should keep in mind that programs are only required to submit sections of the report that they are instructed to submit in a follow-up report.

Context	Phrase Menu	Comments
<b>110 Opening statement</b>	The following conditions to national recognition must be addressed in a report submitted by the date noted above.	
<b>111 Resubmit Sections II or III</b>	Section II and III of the program report should be resubmitted in the Response to Conditions report, to include information incorporating all assessments and standards.	<i>This may be required at the discretion of the SPA.</i>
<b>112 Resubmit Section V</b>	Section V should be revised and resubmitted in the next report, and should focus on the program's review and use of assessment data included in the Response to Conditions report.	<i>This may be required at the discretion of the SPA.</i>
<b>113 Submitting revised assessments</b>	Revised assessments should include all information required (narrative plus documentation) as outlined in the introduction to Section IV in the program report template.	<i>At discretion of SPA, but is probably a sensible request to make.</i>
<b>114 Data requirements</b>	At least one application of data, derived from revised assessments and rubrics, must be included for each resubmitted assessment.	

### General comments on writing conditions statements:

- ▶ Number the conditions that are specified in this section if there are three or more individual conditions to address.
- ▶ Each statement of condition should clearly state, and only consist of, what the program must do in order to satisfy that condition. The statement can refer the program to comments in other parts of the report for guidance on how to address the condition.
- ▶ Statements of condition should be framed as directives. Although the program may have some latitude in how it addresses the condition, the condition must be addressed and should not be referred to as a "suggestion" or "recommendation" or something the program "may do."
- ▶ Conditions should bear a direct relationship to standards that are not met or are met with conditions. NCTE has one programmatic standard; therefore conditions can be cited for programmatic issues such as curriculum, contextual issues such as admission requirements, or the quality of the report. Also, the requirement for an Assessment of Student Learning, which for NCTE often has only a tangential relationship to its standards can be a condition to recognition even if the lack of such an assessment does not impact standards decisions.
- ▶ Many SPAs specify what sections of the report, besides assessments, should be resubmitted with the Response to Conditions report (most often Sections II, III and V). If the SPA does not specify these should be resubmitted, the program is not under obligation to resubmit them.
- ▶ On occasion, a SPA may direct the program to include other material in their Response to Conditions report (for example, a clearer description of field experiences or a better delineated Program of Study). In this case, it may be a better idea to include such a request in Part F of the report (e.g., "Please include more information on the content and clock hours of field experiences as part of the Response to Conditions report") rather than including it as a Condition to Recognition.
- ▶ Conditions statements should also spell out SPA expectations for the data to be provided in the Response to Conditions report. Programs are not under an obligation to submit current data for assessments other than those that the SPA indicates must be resubmitted.

### **Conditions given for a second time**

- ▶ If the program has failed to meet conditions for a second time, it has an opportunity to resubmit if within the designated time period. In this case, the conditions statements in the first report should be the basis of the conditions cited in the second report. The program should be informed what conditions have been met, what conditions are partially met, and what remain unmet. Reviewers should not cite additional conditions, although every now and again, the program's first Response to Conditions may cause an original condition to be revised or augmented. If this occurs, the report should include a comment as to why the original conditions language has been altered.
- ▶ It is probably "cleanest" to use other parts of the report (Parts B and/or E) to explain why the program's first attempt to address conditions were unsuccessful, and use Part G only to spell out the remaining conditions in ways that parallel the conditions statements in the first report.

## Revised Reports

The phrases below may be useful in writing the National Recognition report in response to a Revised Report (or a Response to Conditions Report).

Context	Phrase Menu	Comments
<b>115 Part A - Pass Rate Requirement</b>	An 80 percent pass rate was established in previous report.	
	Previously established	
<b>116 Parts C or D</b>	Sufficiently addressed in previous report	
	Not applicable to this report	

### General Comments on Revised Reports

**Part A** - If the pass rate was found to be met, or deemed not applicable, in the first review, the program is not required to re-address this section UNLESS so directed by the SPA in its prior review.

**Part B** - All standards found met in the first report must retain that status. If the standard was found met in the previous review, it is sufficient to check the "met" decision and leave the comment field blank. .... Or some version of that. (Some reviewers do not select a decision, but put a comment that the standard was previously met. As long as it is clear, either method is okay.

**Part C** - In most cases, some or all of the items in Part C will require a new response based on changes the program has made to its assessments. However, if no changes were made or required for the program's content-based assessments, for example, reviewers may simply indicate "Sufficiently addressed in previous report" or something to that effect.

**Part D** - A response is not required UNLESS the program has rewritten this section - OR was directed to resubmit this section and failed to do so.

**Data requirements** - As with Response to Conditions reports, the Revised Report is only required to contain updated or new data if it is so directed by the SPA in the previous national recognition report. In most cases, the SPA should not require additional data from assessments that do not require revision and were submitted with sufficient data in the previous report.

## Appendix E

### Lead Reviewer Tech Editing Style Guide for Team Reports

1. Check name of institution is spelled correctly and includes the state, either within the name of the institution (e.g. Southern Missouri State University) or append with a comma (e.g. University of San Diego, CA).
2. Check program type on cover sheet: First Teaching License is the only type that NCTE accepts.
3. Decision: Be sure that a decision has been checked off. If the decision is Recognized or Not Recognized, there should be no comment in the Conditions box. If the decision is Conditions, then the box must contain all the conditions a program needs to meet before it can be recognized.
  - These comments need to be very specific and clear in nature. They are directives, telling the program what they'll need to do in order to gain national recognition. This section is like a contract—if the program does A-D then it gets national recognition. The more specific they are, the better.  
They should not be informational. .
  - The Conditions statement should be a free standing list that may or may not be numbered.
  - The Conditions statement should reflect the sections and language used in the rest of the recognition report so the program can see where as well as what needs to be revised and/or added.
4. Test Results: if “Not Applicable” or “Not able to determine is” is checked off, double check to make sure that this is the case
  - Not Applicable: A program does not need to meet the 80% pass rate if there are fewer than 10 candidate completers over a 3 year period, or if there is no state test in the content area for the licensure.
  - Not able to determine: If this is checked, be sure to comment on why (e.g., program does not include “n” and/or only the overall passing score per cent is listed)...
  - No: If this is checked, double check to make sure it's correct. If it is, find out what the problem is and try to give guidance.
  - Once a program meets the 80% pass rate, it always meets the 80% pass rate (This rule applies to revised and response to conditions reports)
  - If the decision is Yes or Not Applicable in the first recognition report, the decision will stand in the second (or third) recognition report.
5. Summary of Strengths: For a first recognition report (based on an initial submission), there should be a comment depicting something good about the program. If the reviewers are not able to find anything worth writing about, this comment box can be left blank.
  - For Revised and Response to Conditions reports, the comment box can be left blank, “see previous report” can be written or reviewers can add something new
  - The language in A.3 should always relate back to specifics from the program—e. g. the program has a strong field experiences component; the candidates have an in-depth knowledge of content; the assessments are unique and well written, etc. It should not relate to the quality of the report
6. Part B Standard Decisions: always make sure every standard has a decision, even if the report is a revised or response to conditions report
  - Check that a decision has been selected for all standards and that the decision made is consistent with the comment, or lack thereof
  - Any decision met with conditions or not met should have a comment in the narrative box.

- Met decisions do not have to have comments in the narrative boxes
- A standard, element or indicator can go from Met to Not Met ONLY if the assessment and its alignment have been changed. This rarely happens and there must be a comment concerning the change. Pay attention to the decision; comments in Parts B-F should align with the decision made in Part A
- Small Programs with small “Ns”—having small numbers in any program--should not be a deterrent to national recognition
  - Any language referencing the need for more data based on the number of candidates in the program should be removed
  - Any comment that discusses small candidate numbers in a negative way should be removed or changed
- Read for grammar, sentence structure, etc. Sentences should be clear and make sense.
- Look for overly informal writing and look for tone—anything that’s mean, nasty or cranky, needs to be change.
  - Any time all the characters have been used up and/or comments have been cut off, refer the reader to Section F to continue the comment.

7. Part C comments: these comments should always focus on the three areas listed above the boxes—content knowledge, professional and pedagogical knowledge, skills and dispositions and candidate effects on P-12 student learning

- Any time all the characters have been used up and/or comments have been cut off, refer the reader to Part F and continue there.
- Part C should never be blank. Look at previous report before filling in comment boxes
  - For revised and response to conditions reports it is permissible to write “see comments in previous/original reports” or “addressed in previous report” in all three boxes.

8. Part D comments: these comments should be a commentary on what the program wrote about how they’re using their data to improve the program and strengthen candidate performance.

- Anything that isn’t a commentary to the above topics should be deleted or moved to Parts E or F
- Any time all the characters have been used up and/or comments have been cut off, refer to Part F and continue there.
- Read for information and edit accordingly; also look for tone
- Remember that the comments should point to a “data driven” system and any comments on changes based on narrative or anecdotal evidence should also include the need to show how a program needs to use the data from their assessments.

9. Part E: called Areas for Consideration, this area can be used to give guidance to programs for the future; the focus of comments here should be on standards and assessments (This area is typically used for programs with decisions of Not Recognized but can be used for conditions statements by referring the reader there).

- If a program is nationally recognized, this area may be used to instruct programs on what they should be doing and/or continuing to do for the next submission, several years from now
- If a program is recognized conditions, this area may be the same as the conditions statement
- If a program is not recognized this section would be used to given guidance to programs on what they’ll need to do in their revised report.
  - Terms like “needs,” “must,” “requires,” “should” should be changed, if possible; reviewers are NOT to be prescriptive in this section, only give guidance
- Read for information and edit accordingly; also look for tone

- This section can be blank, but typically add “none” if it’s empty
  - Remove any numbering in Part E; a program may look at the numbering as a range of importance.
10. Part F.1 and F.2: Comments on Section I (Context) and other topics not covered in Parts B-E
- Part F.1 is typically used for random comments, typically on things not covered in Section I of the program report or within the recognition report
  - Part F.1 can be blank, but add “none” if it’s empty
  - Part F.1 comments include the following:
    - Faculty qualifications
    - Lack of field experiences
    - Comments on data, Praxis II or state exam scores
    - Comments on candidate numbers, etc.
    - F.2 should be used only for those problems/issues that the team feels the BOE should look at during their onsite visit.
11. Miscellaneous Comments on Editing:
- Check for # signs on Assessments; everything should look the same. Assessments will either all have number signs or none will.
  - Standards should never have # signs next to them
  - Replace the term “students” with the term “candidates.” Candidates refers to people in the program; students refer to kids in the P-12 classroom
  - The term “N”= the number of candidates in the data set; always put the N in quotation marks (“N”)
  - If you see “validity” and/or “reliability” in a report, take it out and replace it with “consistency” and/or “accuracy” (or “valid and reliable” with “consistent and accurate”). The term “inter-rater reliability” is all right when used to comment on the specificity of a rubric or assessment tool.
  - When writing a comment making a request for more data, the comment should be written so it is clear that what is being asked for is data from more applications of the assessment, not that the program is expected to increase the number of candidates. NCATE does not require a specific number of candidates, it does require that the assessment be given at least twice.

## Appendix F

### NCATE/NCTE Links Useful for Program Report Reference

Assessment Library: <http://www.ncate.org/institutions/assessmentLibrary.asp?ch=90>

Program Review Process: <http://www.ncate.org/institutions/process.asp?ch=10>

Guidelines & Procedures for Web-Based Review:

<http://www.ncate.org/institutions/guidelinesProcedures.asp?ch=90>

Guidelines for Postbaccalaureate Review - see link from NCATE Program Standards page:

<http://www.ncate.org/institutions/programStandards.asp?ch=4>

NCTE Resources for Programs and Reviewers: [www.ncte.org/cee/ncate/program](http://www.ncte.org/cee/ncate/program)