

NCATE Partnership Protocol
Professional Services Division
June 6-7, 2007

Overview of this Report

This report provides information on the development process for the NCATE Partnership Protocol. The Protocol defines the relationship between California and NCATE and details the specific procedures that will be followed in joint NCATE/COA site visits. Staff has been working with NCATE to review and revise the current Protocol to accurately reflect the revised accreditation system. The Protocol must be submitted to NCATE by July 2007 and will be reviewed prior to the fall Unit Accreditation Board (UAB) meeting. The official endorsement of the Protocol by NCATE will be addressed by the State Partnership Board (SPB) at the Fall 2007 meeting.

Staff Recommendation

The COA take action to approve the draft NCATE Partnership Protocol so that staff can transmit the information to NCATE.

Background

The original Partnership Agreement between California and NCATE was developed and signed in 1989. The current Partnership Agreement was developed in 2001 and is in effect from January 2002 through December 2007.

The development of the Partnership Agreement is multi-step process. First the state decides if the partnership will be a 2-way or a 3-way agreement. California's current partnership is a 2-way partnership—between NCATE and the Commission on Teacher Credentialing. The proposal is to continue with a 2-way partnership.

The second decision that must be made is about the composition of the site visit team. The options are to have a team that is all NCATE, concurrent NCATE and state teams, or a joint NCATE/COA team. California's current partnership calls for joint NCATE/COA site visit teams and the proposal is to continue this in the new protocol.

The third decision is about program reviews. There are two options 1) NCATE conducts the program reviews through the specialty professional associations (SPA) or 2) the state conducts the program reviews. California's current partnership utilizes the option of the CTC/COA conducting the program reviews for California program sponsors. The proposal is to continue the current process and have program review conducted by California.

Once a state selects to conduct its own program reviews, there are additional decisions to be made. The first one is what standards the programs will be reviewed against. The options are to use NCATE's SPA standards or to use the state's own standards. Currently California uses California program standards to conduct the program reviews and the plan is to continue this procedure. Once a state decides to use standards other than the SPA program standards, matrices need to be submitted that demonstrate the alignment between the SPA standards and the state's adopted program standards. Staff has been completing matrices to demonstrate the alignment between California's adopted program standards and the NCATE SPA standards. Attached to this agenda item (in Appendix A) is one of the matrices that staff has completed: California

administrative services credential aligned with the Educational Leadership Constituent Council (ELCC) standards. Shown below is the list of California’s credential programs and the aligned NCATE SPA, where an appropriate SPA exists.

California’s Credential Programs and NCATE SPA Standards	
California Credential Program	NCATE SPA Standards
<i>Teaching Credentials</i>	
Multiple Subject	Association for Childhood Education International (ACEI)
Single Subject: English Language Arts	National Council of Teachers of English (NCTE)
Single Subject: Mathematics	National Council of Teachers of Mathematics (NCTM)
Single Subject: Social Science	National Council for Social Studies (NCSS)
Single Subject: Science	National Science Teachers Association (NSTA)
Single Subject: Art	
Single Subject: Music	
Single Subject: Physical Education	American Alliance for Health, Physical Education, Recreation, & Dance/National Association for Sport and Physical Education (AAHPERD/NASPE)
Single Subject: Languages other than English	American Council on the Teaching of Foreign Languages (ACTFL)
Single Subject: Business	
Single Subject: Agriculture	
Single Subject: Health	American Alliance for Health, Physical Education, Recreation, & Dance/American Association for Health Education (AAHPERD/AAHE)
Single Subject: Home Economics	
Single Subject: Industry and Technology Education	International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)
Induction Program (MS and SS for Clear Credential)	
Fifth Year of Study (MS and SS for Clear Credential)	
Ed Sp: Mild to Moderate	Council for Exceptional Children (CEC)
Ed Sp: Moderate to Severe	Council for Exceptional Children (CEC)
Ed Sp: Deaf and Hard of Hearing	Council for Exceptional Children (CEC)
Ed Sp: Visual Impairments	Council for Exceptional Children (CEC)
Ed Sp: Physical and Health Impairments	Council for Exceptional Children (CEC)
Ed Sp: Early Childhood Special Ed	Council for Exceptional Children (CEC)
Adapted Physical Education Specialist	
Agriculture Specialist	
Bilingual Certification (<i>standards</i>)	

California's Credential Programs and NCATE SPA Standards	
California Credential Program	NCATE SPA Standards
<i>currently underdevelopment)</i>	
Early Childhood Specialist	National Association for the Education for Young Children (NAEYC)
Health Science Specialist	American Alliance for Health, Physical Education, Recreation, & Dance/American Association for Health Education (AAHPERD/AAHE)
Math Specialist	
Reading Certificate & Reading Language Arts Specialist	International Reading Association (IRA)
<i>Service (Other School Personnel) Credentials</i>	
Administrative Services	Educational Leadership Constituent Council (ELCC)
School Nurse	Not reviewed by NCATE
Library Media Teacher	American Library Association (ALA) /American Association of School Librarians (AASL)
Clinical Rehab: Language Speech and Hearing	
Clinical Rehab: Audiology	
Clinical Rehab: Orientation and Mobility	
PPS: Counseling	
PPS: School Psychology	National Association of School Psychologists (NASP)
PPS: Social Work	Not reviewed by NCATE
PPS: Child Welfare and Attendance	
Vocational Education	Not reviewed by NCATE
Adult Education	Not reviewed by NCATE

A final issue that needs to be addressed is the issue of National Recognition. States may apply for the right to grant National Recognition. The current agreement between NCATE and California does not grant this right to California. At this time, staff has not worked to seek the right for California to grant National Recognition. Once the protocol has been approved, this issue can be revisited. According to NCATE officials, no state is approved to grant National Recognition at this time.

Additional Information submitted to NCATE

In addition to the decisions discussed above, the partnership agreement addresses other issues, such as the selection and training for California team members, conflict of interest, ethics and confidentiality policies in California and a description of California's accreditation process.

The DRAFT of the proposed Partnership Protocol is presented here for the COA's review and comment. Staff will take direction from the COA to revise the protocol, if necessary, and submit the protocol to NCATE.

**NCATE/California Partnership Protocol
for
NCATE and State Reviews**

Team Composition:
Joint and Concurrent

Program Review:
State-Based

Effective:
Jan. 2008 – Dec. 2014

Original Partnership Agreement Date: 1989

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

Category	NCATE Requirements	State Requirements
I. Standards		
A. Unit Standards	<p>NCATE unit standards apply to the professional education unit.</p> <p>Specific State criteria, as determined by the State Agency, and institutional criteria as determined by the institution or higher education commission, may also be applied to units and/or programs being reviewed by NCATE and the State.</p>	<p>The California Commission on Teacher Credentialing (CTC) <i>Common Standards</i> (http://www.ctc.ca.gov/educator-prep/standards/CommonStandardsTeacherPrep.pdf) apply to the unit seeking accreditation.</p> <p>Units have the option to utilize the NCATE unit standards in lieu of the California Common Standards, provided that areas not addressed in NCATE standards are addressed as a part of the NCATE Standards response. (See Attachment – NCATE/CTC Standards Comparison – 03/01)*</p>
B. State Program Standards	<p>NCATE defers to the State’s review of the unit’s programs.</p>	<p>The Committee on Accreditation (COA) does not require units to submit NCATE program review documents. Units are required to submit documentation for the Program Assessment in the fourth year of the accreditation cycle for all approved programs.</p> <p>California Program Standards (http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html) (or one of the approved Program Standards options described in Section 3 of the <i>Accreditation Framework</i>) will be utilized for each credential program area.</p>
II. Team		
A. Team Composition: Joint State/ NCATE	<p>NCATE and State team members work together, sharing equal roles and responsibilities in all functions of the review.</p> <p>The NCATE team is selected from NCATE’s Board of Examiners (BOE). The team includes representatives from</p>	<p>The State team is selected by the CTC from the Board of Institutional Reviewers (BIR). The team includes higher education faculty and administrators, K-12 teachers, and other school personnel.</p> <p>The site visit team will be the NCATE/COA Joint Common Standards Cluster and Program</p>

Category	NCATE Requirements	State Requirements
	<p>organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the State Consultant (usually the NCATE State Partnership Contact, or his/her designee), and a representative of the state affiliate of NEA and/or AFT. Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>	<p>Assessment members.</p> <p>Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>
<p>B. Training Expectations: Joint</p>	<p>NCATE team members must participate in the NCATE-sponsored BOE training.</p> <p>State team members must be trained by NCATE staff or an NCATE authorized trainee.</p>	<p>State team members will participate in an intensive four-day training program that focuses on team skills, interview techniques, accreditation procedures and the consistent application of standards. The Committee on Accreditation (COA) assures that the substance of the training is appropriate for new and returning team members and cluster leaders. A special orientation to conducting joint visits will be provided to all team members at the first team meeting during the visit. In addition, the team is provided information on the structure and procedures of the joint visit in communications prior to arriving at the visit.</p>
<p>C. Team Size: Joint</p>	<p>For first, continuing, and probation visits, the BOE team will include 3-6 members depending on several factors, including the number of candidates, faculty, and the unit's programs. Additional team members may be added to visit off-campus sites.</p> <p>For focused visits, the team will include 2-3 BOE members of which one will be a state team member.</p>	<p>For initial and continuing visits, a two to five-member state team is appointed by the CTC. The joint team, which is known in CA as the Common Standards Cluster, will consist of 3-6 BOE members and 1-2 state team members. The remaining state team members will be assigned to credential programs to review credential programs and intensively consider credential program concerns identified by the Program Assessment that takes place two years prior to the site visit. (In the event of multi-site delivery systems or a particularly large number of programs, the state team size may be enhanced.)</p> <p>For probationary and focused visits, one to two state team members will be appointed to the team to review the unit standards. Additional state team members may be added to review programs, as appropriate.</p>
<p>D. Chair Responsibilities: Joint</p>	<p>The NCATE chairperson and the state chairperson serve as co-chairs. They are jointly responsible for planning and conducting the visit.</p> <p>The co-chairs conduct a previsit approximately 60 days before the visit to plan interviews and finalize the logistics</p>	<p>In addition to the joint responsibilities described, the state chairperson is responsible for facilitating the work of the state program assessment members and coordinating the preparation of the State Team Report.</p>

Category	NCATE Requirements	State Requirements
	<p>for the visit. The state consultant and state team chair should participate in the previsit.</p> <p>The co-chairs assign roles and responsibilities to BOE and state team members.</p>	
E. Consultants /Other Participants	<p>NCATE invites the state education agencies to appoint a “state consultant” to advise the team on State requirements, nomenclature, and special circumstances. The State Consultant’s expenses are covered by the respective agency. The State Consultant facilitates an orientation to the State Partnership at a team meeting prior to the review activities. The consultant is usually the state partnership contact, but may be his/her designee, and is a non-voting member of the BOE team. The state consultant may serve as a voting member of the state team, if so designated by the state.</p>	<p>The administrator of accreditation (or designee) will collaborate with NCATE in establishing a schedule for each joint visit. The state consultant will provide a planning visit approximately one year before the scheduled visit, review the Preliminary Report, review drafts of the Institutional Self-Study Report, and consult with the unit in planning for the visit and preparing the interview schedule. The state consultant is responsible for providing a state team of appropriate size and configuration in consultation with the unit. The consultant is also responsible for assigning members of the team to serve as state co-chair and cluster leaders. The consultant provides support for the team during the three- or four-day visit, including team report development. The consultant also prepares the final team report for presentation to the COA.</p> <p>The state may assign additional staff consultants to assist the team during the visit. All expenses of these consultants are covered by the CTC.</p>
F. NEA/AFT Representatives	<p>NCATE invites the state affiliates of the NEA and AFT to appoint observers for the on-site visit. The participants’ respective agencies are responsible for their travel and maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be given a primary writing assignment. Observers are non-voting members of the BOE team.</p>	
G. Decision-making	<p>Decisions are usually made through consensus-driving discussions as to whether standards are met. When consensus cannot be reached, a vote may be taken.</p>	<p>The joint team (NCATE/COA) makes decisions about all state standards at the unit level and confirms the preliminary findings regarding programs. If necessary, a focused site visit maybe scheduled to further investigate a specific program. The joint team makes a unit accreditation recommendation to the COA.</p>
H. Writing the	<p>All joint Common Core Cluster Team Members write sections of the BOE</p>	<p>The Accreditation Handbook (http://www.ctc.ca.gov/educator-</p>

Category	NCATE Requirements	State Requirements
Report: Joint	<p>report as assigned by the co-chairs. The BOE report includes the BOE team’s responses to the unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State or institution has additional requirements, the report should have the BOE team’s responses to the State/Institution requirements attached as a Report Addendum. The final report is compiled by the BOE chair.</p> <p>The draft of the BOE report should be completed by the end of the on-site visit.</p> <p>The BOE draft report should be sent to NCATE and the team members for editing, and to the unit for correction of factual errors.</p> <p>The BOE team chair e-mails one copy of the final report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.</p>	<p>prep/PDF/accreditation handbook.pdf) describes the requirements for the State Team Report. The NCATE/CTC Standards Comparison (03/01) will be used as the basis for the State Team Report.</p> <p>The Common Standards Cluster Report (written to the NCATE unit standards) is included as part of the total State Team Report to the COA. At the end of the visit, the state consultant must have a written statement of the NCATE Standard recommendations and the preliminary AFIs and a draft of the BOE report.</p> <p>The State Team Report includes findings on all program standards and statements of strength and/or concern. These reports are included as part of the total team report to the COA. The COA will make its decision based upon the total team report and team accreditation recommendation.</p> <p>The COA team leader and the state consultant will be responsible for the preparation of the final report for the COA. The California report is public once it is posted on the COA’s agenda.</p>
I. Evaluations	<p>Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and state BOE members, and state consultants who served on the same visiting team. The evaluations are used by NCATE and the state to determine who should continue BOE service and to identify potential team chairs.</p>	<p>The state team is evaluated by the California Co-chair, the state consultant and the institution. The evaluations are used by CTC to determine who should continue to serve on site visit teams and to identify potential team leadership for future visits.</p>
J. Expenses	<p>During the semester of the visit, the unit will pay NCATE a Periodic Evaluation Fee per NCATE BOE team member participating in the on-site visit.</p>	<p>The expenses for the COA team members will be paid by the Commission. The Commission will also pay the expenses for the State consultant staff and any COA/Commission observers.</p>
III. Preparation		
A. Unit’s Intent-to-Seek request	<p>For initial accreditation, at least two years before hosting an on-site visit, the unit should indicate its interest in seeking accreditation. The request should include the semester and year in which the unit plans to host the on-site review.</p>	
B. Preconditions	<p>For first visits, the unit responds to the preconditions found on the NCATE website. The preconditions report must</p>	<p>The unit prepares a Preliminary Report one year before the visit, responding to all CTC preconditions and providing other information</p>

Category	NCATE Requirements	State Requirements
	<p>be submitted to the NCATE office at least eighteen months prior to the on-site visit.</p> <p>All accredited units <i>must continue to meet the preconditions</i> for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from the unit that no longer meets the required state pass rate.</p>	<p>described in the <i>CTC Accreditation Handbook</i>. The preconditions are outlined in the appropriate standards documents as <i>Preconditions for the Approval of Professional Preparation Programs</i>.</p> <p>The Preliminary Report is reviewed and filed by CTC.</p>
<p>C. Program Reports</p>	<p>If the unit voluntarily chooses to submit program reports to NCATE, it must submit them by February 1 or September 15, one year before the continuing visit.</p>	<p>The State’s program review is completed two years prior to the scheduled site visit. Preliminary program findings are presented to the COA and the institution a minimum of one year prior to the site visit. The preliminary findings identify if additional team members will be assigned to the site visit team to address specific questions or concerns that still exist.</p>
<p>D. Institutional Report</p>	<p>The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit’s conceptual framework and evidence that demonstrates that the Unit Standards are met. In continuing accreditation visits, the IR also serves as a primary documentation of the unit’s growth and development since the last accreditation visit.</p> <p>The unit sends an electronic and paper copy of the IR and links to undergraduate and graduate (if applicable) catalogs to each NCATE BOE team member, State consultant, and NEA/AFT observers. An electronic copy of the Institutional Report is sent to NCATE.</p>	<p>The unit prepares a Self-Study Report in response to the NCATE unit standards, as described in the <i>CTC Accreditation Handbook</i>. And the CTC/NCATE Standards. Comparison – 3/01.*</p> <p>The report also provides a response to the CTC Program Standards or one of the approved options for each credential area. The unit sends one copy of the Institutional Report to each team member (BOE and state) and two copies to the CTC. At its option, the unit may sub-divide the report and send responses to program standards to specifically assigned state team members.</p>
<p>E. Dates of On-Site Visit</p>	<p>NCATE requests the unit to submit its preferred visit date to NCATE at least 1 year prior to the on-site visit. The unit must have the date approved by the CCTC prior to submitting its request to NCATE.</p> <p>The CTC must consult with NCATE regarding any delays requested by institutions.</p> <p>First, continuing, and probationary visits are scheduled from Saturday through</p>	<p>The specific dates of joint COA/NCATE visits are negotiated between the CTC, NCATE and the unit. The unit notifies NCATE of the agreed-upon dates at least one (1) year ahead of the visit.</p>

Category	NCATE Requirements	State Requirements
	Wednesday excepting special circumstances. Focused visits are scheduled Sunday through Tuesday.	
F. Previsit	<p>The previsit should be scheduled about 60 days before the on-site visit. See the <i>NCATE Handbook for Accreditation Visits</i> for further details.</p> <p>The team co-chairs, the head of the unit, and the NCATE coordinator should be present.</p>	<p>A state consultant is assigned approximately 2 years before the visit to assist the unit in preparing for the visit.</p> <p>A planning visit is scheduled at least one year in advance by the state consultant. Final dates are set and the visit schedule is discussed. Standards to be used, as well as team make up and configuration are clarified.</p> <p>A previsit is scheduled within 60-days of the visit by the NCATE co-chair, the COA co-chair, and the state consultant. Plans are finalized for the accreditation visit.</p> <p>At the previsit, the state consultant will provide a specialized orientation to the merged site visit process.</p>
G. 3rd Party Testimony	<p>Six months before the on-site review, the unit must publish a “Call for Comment” inviting 3rd party testimony related to the upcoming NCATE visit to be sent to NCATE. (This provision does not apply to focused visits)</p> <p>Two to three months before the on-site review, NCATE sends copies of any third-party testimony to the team co-chairs and the unit for comment.</p>	
IV. On-Site Review		
A. Orientation to State Process/ Protocol	The state consultant (or his/her designee) will facilitate an orientation to the state process and Protocol at one of the team meetings early in the visit.	
B. Conducting the On-Site Review (for first, continuing and probationary visits)	The NCATE template for on-site visits guides the conduct of the visit as outlined in the <i>NCATE Handbook for Accreditation Visits</i> which can be found on the NCATE website.	<p>All regular site visits are scheduled to begin on Saturday afternoon for the Common Standards Cluster (BOE members and State team members) and visit co-chairs. The remainder of the team will join the visit on Sunday afternoon. The accreditation visit is to be completed by Wednesday afternoon.</p> <p>The visit schedule will include opportunities for the BOE/COA team to have total team meetings. The interview schedule will provide an opportunity for all team members to obtain interview data from the appropriate sources. If</p>

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		<p>specified program team members are scheduled for the visit, the members will primarily conduct interviews related to the program areas. The unit will prepare exhibits and files for use by the team.</p> <p>The <i>CTC Accreditation Handbook</i> contains the procedures to be followed in an accreditation visit.</p>
C. Evidence/ Exhibit Room	<p>Electronic exhibit rooms are encouraged. Access NCATE’s electronic exhibit room guidelines.</p>	<p>The <i>CTC Accreditation Handbook</i> provides information about the document/exhibit room.</p>
D. BOE Report	<p>The BOE report includes the BOE team’s responses to the unit standards at both the initial teacher preparation and advanced levels as appropriate. If the state/institution has additional requirements, the report should have the BOE team’s responses to the state requirements attached as a state Addendum. The final report is compiled by the BOE chair.</p> <p>The BOE team chair e-mails one copy of the final BOE Report to the NCATE office and a copy to each member of the NCATE team.</p>	<p>The state team chair, the NCATE chair, team members, and the state consultant will meet with administrators and faculty members of the institution and will present a written copy of the draft report, including findings on standards and an accreditation status recommendation in an open meeting at the end of the visit.</p> <p>After the final meeting with the unit, the accreditation team report is finalized by the team co-chairs and the state consultant. The final accreditation report, with recommendations, is placed on the COA agenda within 60-working days of the visit.</p>
E. Exit Conference	<p>An exit conference is conducted before the team departs Wednesday. It is conducted by the co-chairs and state consultants. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.</p>	<p>At the end of the site visit, the State team conducts a meeting with the dean and invited faculty and/or staff and presents a written report including its findings and the accreditation recommendation for the unit. At this time, the Common Standards/NCATE portion of the report will contain the recommended findings on all NCATE standards and preliminary AFIs in addition to the program reports.</p>
V. After the On-Site Review		
A. BOE report sent from NCATE	<p>NCATE sends one copy of the report to the institution president, one copy to the unit head and a copy to the CCTC.</p>	
B. Rejoinder	<p>The unit submits to NCATE and the state an electronic copy, of its rejoinder to the BOE report within 30 days after receipt of the BOE Report.</p>	<p>On the next-to-last day of the visit, a mid-visit status report is held with the team co-chairs, institutional leadership and state consultant. At that time, the team indicates any areas in which additional information is needed for areas in which the standards may be in question. The unit has until the end of that day to provide additional information to the team. No other rejoinder is available.</p>
C. Accreditation	NCATE’s Unit Accreditation Board	<p>The COA will determine the accreditation status</p>

Category	NCATE Requirements	State Requirements
& Approval	<p>(UAB) is responsible for determining the accreditation status of professional education units, during meetings twice a year. Accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review.</p> <p>NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all institutional accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation, and the public (via the NCATE website)</p> <p>More information about reporting accreditation decisions may be found in NCATE's Policies on Dissemination of Information. Definitions of NCATE accreditation decisions can also be found on NCATE's website or in the Handbook for Accreditation Visits.</p>	<p>at the COA meeting within sixty working days of the site visit. Such action will be taken independent of later anticipated action of the NCATE/UAB decision. A copy of the above action will be provided to NCATE.</p>
D. Final Action Report	<p>Within 30 days after NCATE's Unit Accreditation Board takes action on the accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action.</p>	<p>The unit is to be informed of COA action regarding its accreditation status within 10-working days following such action.</p>
E. Appeal Procedure	<p>Units may appeal any of the following Unit Accreditation Board decisions: Provisional Accreditation, Accreditation with Conditions, Revocation of Accreditation, and Probation. See NCATE's website for specific policies and procedures related to the appeals process.</p>	<p>Within 20-days after the visit, the unit may submit evidence to the COA that the team demonstrated bias or acted arbitrarily or contrary to the policies of the <i>Accreditation Framework</i> http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf or procedural guidelines of the COA.</p> <p>The COA may make a different decision than that recommended by the team. If this should happen, the team chair may file a dissent with the Commission. The COA may assign a new team to visit the unit. The new team may recommend the same or different accreditation status.</p> <p>A unit has the right to appeal the COA decision to accredit with stipulations or deny accreditation to the Commission if the COA decisions are arbitrary, capricious, or contrary to the policies of the <i>Accreditation Framework</i>.</p>

Category	NCATE Requirements	State Requirements
VI. On-Going Responsibilities		
A. Protocol Distribution	NCATE will post the State Partnership Protocol on its website; it is also available in hard copy upon request.	The CTC will distribute the Protocol to all units following the creation/renewal of a Partnership or after either party makes revisions.
B. Accreditation Cycle	<p>Units that receive accreditation for the first time will be scheduled for their next visit five years from the semester in which their visit occurred.</p> <p>Units that receive continuing accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits applies only if the state has agreed to a seven-year cycle.</p> <p>Units may host a probationary or focused visit as a result of conditional or provisional accreditation; visits will be within 2 years of the UAB's decision.</p>	<p>Units in the State of California will move to a seven-year cycle after the first continuing accreditation review.</p> <p>State visits will be scheduled to coincide with NCATE visits.</p> <p>The CTC will assign team members to participate in all probationary, conditional, and provisional reviews.</p>
C. Code of Conduct	<p>To assure units and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE's Code of Conduct, in the Handbook for Accreditation Visits and on NCATE's website.</p> <p>Violation of any part of the Code of Conduct could result in the board member's removal from the board.</p>	State team members are expected to follow the Conflict of Interest, Professional Behavior and Ethical Guidelines contained in the <i>CTC Accreditation Handbook</i> .
D. Annual Reviews		
1. Regional Accreditation	Units must maintain regional accreditation or institutional accreditation by a USDE or CHEA recognized agency in order to continue NCATE accreditation.	All units and/or program sponsors must be regionally accredited.
2. Change in State Status	<p>The State will provide to NCATE its policy leading to a "Change in State Status."</p> <p>The State will notify NCATE within thirty days of action taken if an NCATE unit has had a Change in State Status.</p> <p>Notification of an NCATE accredited unit's Change in State Status by the state will initiate a review by NCATE's <i>Annual</i></p>	<p>The California policies that apply to a "Change in State Status" are described in the <i>CTC Accreditation Handbook</i>.</p> <p>California will notify NCATE of the accreditation decisions made by the Committee on Accreditation for each NCATE accredited unit or NCATE accreditation candidate.</p> <p>California will send a copy of the Accreditation Team Report and appropriate back-up material</p>

Category	NCATE Requirements	State Requirements
	<p><i>Report and Preconditions Audit Committee.</i></p> <p>The NCATE president will notify the unit that the state has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.</p>	<p>for each joint visit. Units receiving “Accreditation with Stipulations” or “Denial of Accreditation” will be identified.</p> <p>All California accreditation decisions are published in the Annual Report of the Committee on Accreditation.</p> <p>Each unit receiving “Accreditation with Stipulations” will have an amount of time specified by the Committee on Accreditation action to remove the stipulations – either through written documentation, a focused re-visit or both.</p> <p>The conditions under which stipulations are designated and the process for their removal are described in the <i>CTC Accreditation Handbook</i>.</p>
<p>3. Precondition 7</p>	<p>The unit’s programs are approved by the appropriate state agency and the unit’s summary pass rate meets or exceeds the required state pass rate.</p>	
<p>4. Annual Report</p>	<p>Submission of the Annual Report is a requirement for all units that are accredited by NCATE or are candidates or precandidates for NCATE accreditation. Annual Reports are due October 1st and must be submitted electronically.</p>	<p>All institutions/program sponsors that prepare educators in California are required to submit Biennial Reports. The Biennial Reports address issues of candidate competence as defined in the appropriate adopted program standards.</p>

* The NCATE/CTC Standards Comparison-3/01 will be updated as soon as the Commission takes action on the revised standards and the revised NCATE standards are posted on the web.

NCATE State Partnership Program Standards Alignment Form

The Preparation of Educational Leaders (School Building Leadership Level) Educational Leadership Constituent Council (ELCC)

<http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

For each NCATE/ELCC standard on the chart below, identify the code, regulation or policy reference which demonstrates how the standard is being addressed by the state. The response in the second column may be either the actual text of the state standard, or a reference to appended documentation. In the next column, clarify what type of evidence institutions must submit to substantiate the standard (e.g. curriculum, assessments, performance data). To save space, the details of the NCATE/ELCC standards are not identified here, but are available by clicking on the link to the full set of standards below. The full set of standards provides more specific information about what should be assessed.

The appropriate standard for the preparation of administrators is indicated below in the matrix. The full set of standards maybe found at <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf>.

ELCC STANDARD	State Standard (code, regulation, or policy reference)	Evidence institution must submit to address standard
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.		
1.1 Develop a School Vision of Learning.	Standard 10: Vision of Learning Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of students learning and relevant qualitative indicators.	1 —Program document for approval that addresses Commission approved standards: Common Standards, Program Standards and Preconditions: In addition, syllabi, key assessments and forms/rubrics/other information for field experiences are also submitted. 2 — <u>Biennial Reports</u> include:
1.2 Articulate a School Vision of Learning.	Standard 10: Vision of Learning 10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.	
1.3 Implement a School Vision of Learning.	Standard 10: Vision of Learning 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. 10(d) Each candidate can identify and address barriers to accomplishing the vision.	
1.4 Steward a School Vision	Standard 10: Vision of Learning 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain	

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of Learning.	the vision for all students and subgroups of students. 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.	<i>Candidate Assessment/Performance Information</i> — The program submits
1.5 Promote Community Involvement in School Vision.	Standard 10: Vision of Learning 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. 10(f) Each candidate is able to use influence of diversity to improve teaching and learning.	<i>(Continued in Standard 2)</i>
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.		
2.1 Promote a Positive School Culture.	Standard 11: Student Learning and Professional Growth Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students learning and staff professional growth. 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose. Standard 14: Personal Ethics and Leadership Capacity Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.	information on how candidate performance and program completer performance is assessed and a summary of the data. <i>a) What are the primary assessment(s) the program uses to collect data on candidate performance?</i>
2.2 Provide Effective Instructional Program.	Standard 11: Student Learning and Professional Growth 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards. 11(b) Each candidate is able to use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff. 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning. 11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.	What assessments are used to make critical decisions about candidate competence throughout the program e.g., key assignments in coursework, evaluation of fieldwork/practicum/clinical practice, demonstrations/ presentations prior to being recommended for a credential?
2.3 Apply Best Practice to Student Learning.	Standard 11: Student Learning and Professional Growth 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on students learning standards. 11(b) Each candidate is able to use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff. 11(c) Each candidate utilizes multiple assessment measures to evaluate students learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of	What assessments are used to ascertain program effectiveness e.g., post

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	students.	
2.4 Design Comprehensive Professional Growth Plans.	<p>Standard 11: Student Learning and Professional Growth</p> <p>11(b) Each candidate is able to use research and site-based data to design, implement, support, evaluate and improve instruction programs and to drive professional development of staff.</p> <p>11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.</p>	<p>program surveys, employer feedback?</p> <p>Please identify specific tool(s) used to assess candidates and program completers.</p> <p><i>(Continued in Standard 3)</i></p>
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.		
3.1 Manage the Organization.	<p>Standard 12: Organizational Management for Student Learning</p> <p>Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.</p> <p>12(f) Each candidate Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.</p> <p>12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.</p> <p>Standard 14: Personal Ethics and Leadership Capacity</p> <p>Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.</p> <p>14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.</p> <p>Standard 15: Political, Social, Economic, Legal and Cultural Understanding</p> <p>15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.</p>	<p>Describe the type of data collected, (e.g., TPA, portfolios, employer data, retention data or observations), the data collection process and summarize the data.</p> <p><i>b) What additional information about candidate performance or effectiveness is collected and analyzed that informs programmatic decision making?</i></p> <p>3—Program Assessment: In year 4 of the accreditation cycle, the program submits a Program Assessment Document that includes 3 sections:</p> <p><i>Part I</i> begins with the program document most recently approved by the CTC and incorporates all significant program</p>
3.2 Manage the Operations.	<p>Standard 12: Organizational Management for Student Learning</p> <p>12(b) Each candidate can establish school operations, patterns, and processes that support student learning.</p> <p>12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.</p> <p>12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.</p> <p>Standard 15: Political, Social, Economic, Legal and Cultural Understanding</p>	

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	<p>Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.</p>	<p>modifications that have been made since approval.</p> <p><i>(Continued in Standard 4)</i></p>
3.3 Manage the Resources.	<p>Standard 12: Organizational Management for Student Learning</p> <p>12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.</p> <p>12(d) Each candidate demonstrates that ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.</p>	
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.		
4.1 Collaborate with Families and Other Community Members.	<p>Standard 13: Working with Diverse Families and Communities</p> <p>Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.</p> <p>13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.</p>	<p>It may also outline why the changes were made. Was there evidence of candidate competence that indicated a need to change? Were there changes in faculty that necessitated changes?</p>
4.2 Respond to Community Interests and Needs.	<p>Standard 13: Working with Diverse Families and Communities</p> <p>13(a) Each candidate is able to incorporate information about family and community expectations into school decision making activities.</p> <p>13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.</p> <p>Standard 15: Political, Social, Economic, Legal and Cultural Understanding</p> <p>15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.</p>	<p><i>Part II</i> includes current course syllabi as well as updated vitae for program faculty.</p>
4.3 Mobilize Community Resources.	<p>Standard 11: Student Learning and Professional Growth</p> <p>11(g) Each candidate is able to provide opportunities for parents and all other members fo the school community to develop and use skills in collaboration, leadership, and shared responsibility.</p> <p>Standard 13: Working with Diverse Families and Communities</p> <p>13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.</p> <p>13(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.</p>	<p><i>Part III</i> is the documentation that supports the program's Biennial Reports.</p> <p><i>(Continued in Standard 5)</i></p>
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner		

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5.1 Acts with Integrity.	<p>Standard 14: Personal Ethics and Leadership Capacity Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors in others. 14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.</p>	<p>It includes assessments that are used to determine candidate competence, including rubrics, training information and calibration activities that the program reports on in the Biennial Report. Comprehensive information about the assessments used is to be included. If observation forms are used to measure candidate competence, upon what standards or rationale are these based? How does the program ensure that all assessors are using them in the same way?</p> <p><i>(Continued in Standard 6)</i></p>
5.2 Acts Fairly.	<p>Standard 11: Student Learning and Professional Growth 11(f) Each candidate promotes equity, fairness, and respect among all members of the school community. Standard 13: Working with Diverse Families and Communities 13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect. Standard 14: Personal Ethics and Leadership Capacity 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.</p>	
5.3 Acts Ethically.	<p>Standard 14: Personal Ethics and Leadership Capacity 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others. 14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain. 14(k) each candidate protects the rights and confidentiality of students and staff.</p>	
<p>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>		
6.1 Understand the Larger Educational Context.	<p>Standard 15: Political, Social, Economic, Legal and Cultural Understanding 15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.</p>	<p>What types of training and practice is provided to ensure a common scoring technique?</p> <p><i>(Continued in Standard 7)</i></p>
6.2 Respond to the Larger Educational Context.	<p>Standard 15: Political, Social, Economic, Legal and Cultural Understanding 15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. 15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.</p>	
6.3 Influence the Larger Educational Context.	<p>Standard 15: Political, Social, Economic, Legal and Cultural Understanding 15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.</p>	

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Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.		
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	<p>Common Standard 5: Admission In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The program sponsor determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.</p> <p><i>All Internship Programs-Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background in account for the increased responsibilities of interns.</i></p> <p>Standard 3: Development of Professional Perspectives By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; and understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership. 3(d) <i>For and internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.</i></p> <p>Standard 9: Assessment of Candidate Performance 9(a) By design, candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program's conclusion. Candidates are informed of the expectations for the performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category</p>	<p><i>Part III</i> will include only those assessments used at key points in the program in order to determine whether candidates can move to the next step or need remediation.</p> <p>Examples of these assessments might be those used to determine: when and if candidates are ready to assume fieldwork, how well candidates do in fieldwork, when candidates can be recommended for the credential.</p>

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	<p>III.</p> <p>9(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.</p> <p>9(c) The assessment is administered by the program sponsor and includes at least one program supervisor.</p> <p>9(d) The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.</p> <p>9(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, and appeal process, and a procedure for candidates to repeat portions of the assessment as needed.</p> <p>Standard 7: Nature of Field Experiences In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation. <i>For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.</i></p> <p>7(g) <i>For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.</i></p> <p>7(h) <i>For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.</i></p> <p>Standard 8: Guidance, Assistance and Feedback The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate. <i>For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.</i></p>	