COMMISSION ON TEACHER CREDENTIALING

Ensuring Educator Excellence

Year-Out Pre-Visit

Additional Handouts

Use the ‘Bookmark’ feature of Adobe Acrobat

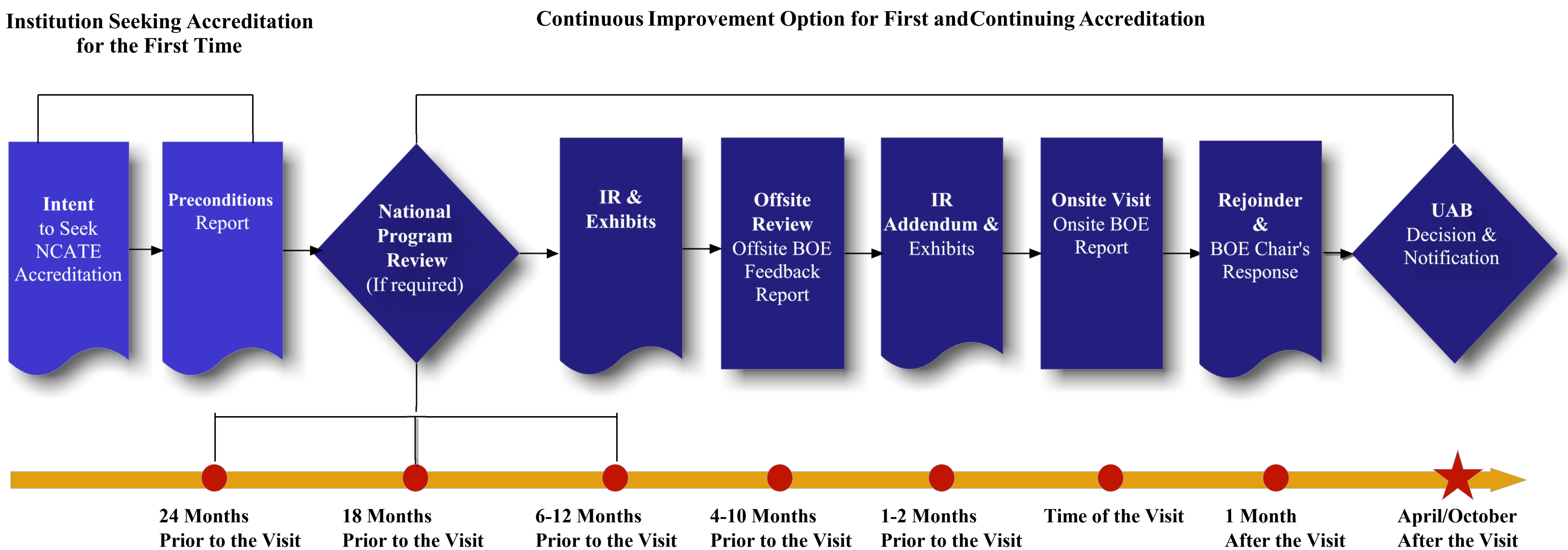
to view each of the individual handouts

Joint CTC-NCATE Accreditation Site Visits

May 2011

NCATE Redesign Pilot: Continuous Improvement Option*
Visit in Fall 2010 through Spring 2012

National Council for Accreditation of Teacher Education



= Document **BOE = Board of Examiners**

= Process **IR = Institutional Report**

= Decision **UAB = Unit Accreditation Board**

***NCATE Institutions are required to submit an *Annual Report* between October 1 and January 31 each year.**

NCATE
The Standard of Excellence in Teacher Preparation

NCATE RESESIGN PILOT: CONTINUOUS IMPROVEMENT OPTION*
(VISITS IN FALL 2010 THROUGH SPRING 2012)

SPRING 2012 TIMELINE

National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue, N.W., Suite 500
Washington, DC 20036-1023
Office: 202.466.7496 ● Fax : 202.296.6620 ● Email : ncate@ncate.org

Date	Continuous Improvement Pilot Visit
March 15, 2010; September 15, 2010; March 15, 2011 (12-24 months prior to visit)	The unit submits electronic program reports to NCATE through AIMS. Programs may volunteer to test options for program reports outlined in NCATE's redesign and transformation proposal. (NOTE: Submission of program reports is optional in some partnership states.)
July 2010 (18 months prior to semester of visit)	The unit submits to NCATE the dates of the onsite visit after confirmation from the state education agency if the state has a partnership with NCATE.
January – December 2011 (6-12 months prior to visit)	The unit submits its institutional report (IR) in AIMS for review by a BOE offsite team. Electronic exhibits must also be available to team members at this time.
February 2011-January 2012 (2 -3 months after IR is submitted)	The BOE offsite team reviews the IR, electronic exhibits, and annual reports and prepares a BOE offsite feedback report to the unit on areas for concern to be addressed before the on-site visit. NCATE notifies the unit that the BOE offsite feedback report from the BOE offsite team is available in AIMS.
February- December 2011	NCATE notifies the unit to check AIMS for the name and address of the assigned BOE team chair who will conduct the on-site review.
March -December 2011	NCATE notifies the unit to check AIMS for the names and addresses of the assigned BOE team members who will conduct the on-site visit.
July-October 2011 (6 months prior to visit date)	The unit publishes an announcement of the upcoming visit in local news media and on its website to invite third-party testimony.
November 2011-January 2012 (2-3 months before the visit date)	NCATE sends a copy of the third-party testimony to the BOE team chair and the unit for comment. The unit sends to NCATE its response to third-party testimony, if any. NCATE sends a copy of the institution's response to third-party testimony, if any, to the BOE team chair.
60 days prior to the visit begin date	The unit emails a draft of its response to the BOE offsite feedback report to the BOE team chair for review prior to the previsit.
30-60 days before the visit begin	The BOE team chair, state team co-chair, and state consultant conduct the previsit electronically or in person.

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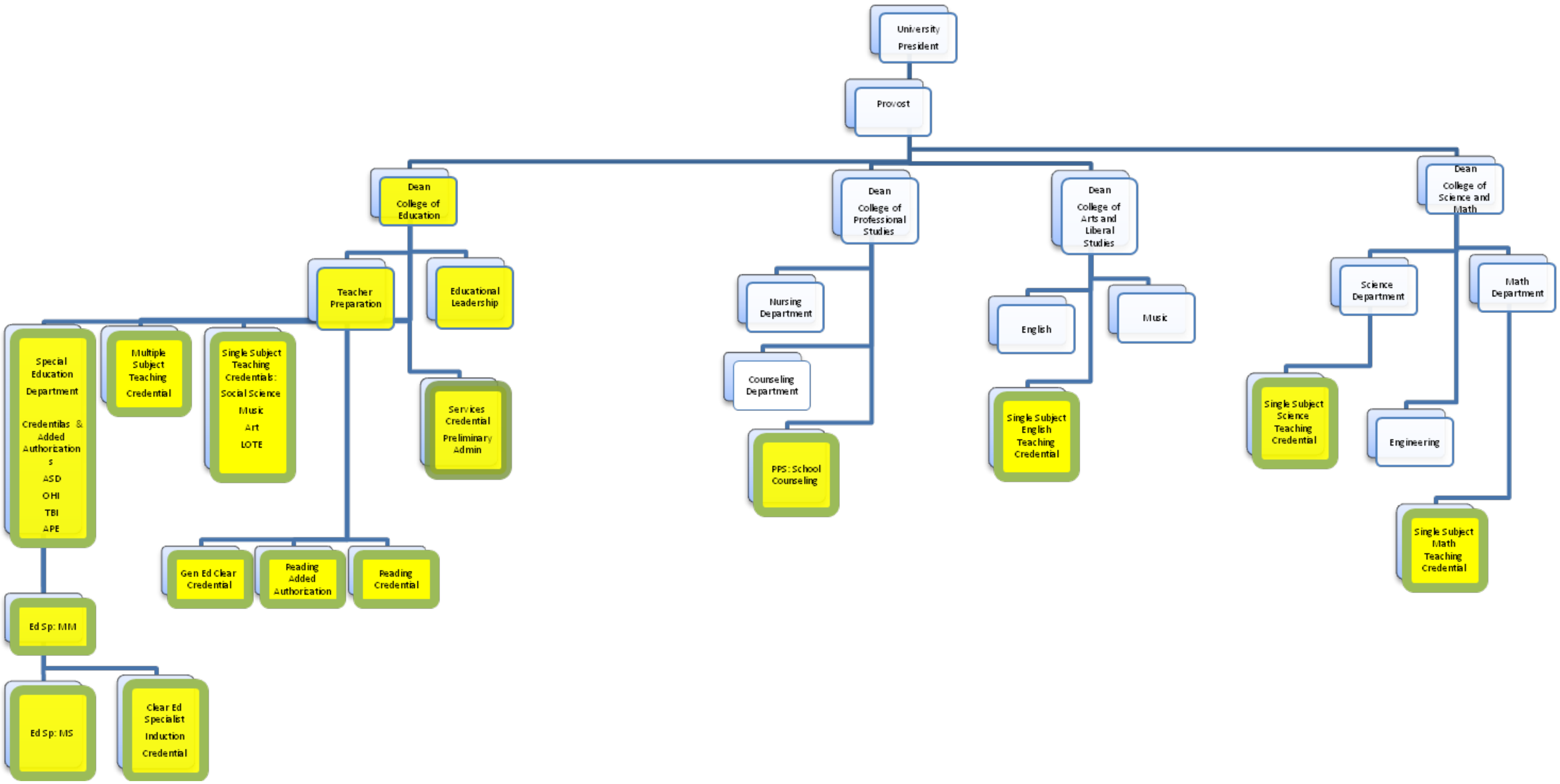
date	
After the previsit (approximately 30 days before the visit)	In AIMS, the unit submits its final version of its response (IR addendum) to the BOE offsite feedback report.
Spring 2012 Visit	BOE team of 3-5 persons, including state representative(s) if a joint visit, conduct the onsite visit to validate that standards continue to be met and follow-up on areas of concern addressed in the BOE offsite team feedback report. The visit is scheduled for Sunday to Tuesday afternoon.
Within 30 days after the end of the visit	NCATE notifies the unit that the final BOE report is available in AIMS.
Within 30 days after submission of the BOE Report	The unit submits the institutional rejoinder in AIMS.
Within 2 weeks after submission of the rejoinder	The BOE team chair submits a response to the rejoinder if he/she chooses to do so.
October 2012	The Unit Accreditation Board renders an accreditation decision.
Within two weeks after the UAB meeting	NCATE notifies the chief executive officer of the institution, the unit head, and the state agency of a partnership state that the accreditation letter and action report are available in AIMS. A copy of the report will be mailed to the CEO.
One month after notification of accreditation decision	Unless a decision is being appealed, NCATE sends information on the accreditation decision to the U.S. Department of Education and CHEA. The list is also sent to the chief state school officer and state affiliates of NEA, AFT, and NSBA. It is also published on the NCATE website.

September 2010

***NCATE institutions are required to submit an *Annual Report* between October 1 and January 31 each year.**

Institution, Unit, and Programs



Institution = Blue background
Education Unit = Yellow fill
Approved Educator Preparation Programs = Green Border

Site Visit Planning Guide 2011-12

Institution	
State Consultant	
Total Number of Team Members	
Site Visit Dates:	
	☐ **Sunday-Wednesday** **Or** ☐ **Monday-Thursday**
Does the contract require board approval?	**Yes** ☐ **No** ☐

Contract Information:

	Dean/Director	**Accreditation Contact**	**Fiscal Person**	**Person Signing the Contract**
Name				
Title				
Phone				
Fax				
Email				
Mail address				

Information above is due to CTC a minimum of 1 week prior to the 3-6 Month Phone Call

Send Information to Lynette Roby (lroby@ctc.ca.gov)
or Lori Gonzales (lgonzales@ctc.ca.gov)

If you have any questions, please talk with your assigned accreditation consultant

For the 3-6 Month Out phone call, please have the following information ready	
A. Lodging: Hotel name	
Address	
Phone #	
Lodging Rate (include tax & occupancy tax)	
Number of rooms on hold (only those reimbursed by CTC contract)	
Tax Exemption Accepted	☐ Yes ☐ No
B. Meeting Room Rate (include service charges and tax)	
C. Parking Fee/car/night	

Site Visit Planning Guide 2011-12

A. Lodging

Lodging for Accreditation Site Visit Team Members—Please consider the following requirements when setting up lodging arrangements

- **Within state rates**—see below
- Queen/King room, no smoking, for each team member
- Close proximity to campus
- Restaurant on site or within walking distance
- Meeting room—24 hour hold must have free internet connectivity
- Internet capabilities in lodging rooms and close to campus, transportation from airport are preferred (CTC does not pay for Internet charges)

The Commission on Teacher Credentialing will reimburse the host institution for all team members and staff according to the information below:

Lodging Details to Consider

Total rooms needed:	Arrive*	# of Nights Lodging	Room Rate	Room Tax Rate
Number of Team Members + Consultant	Arrival date and time	Total number of nights	Should Reflect State Rate	Tax Rate* Percent plus Occupancy Tax

*Rarely a team member might need to arrive on Saturday (Sunday) afternoon due to flights or distance.
*Check with hotel to determine if they honor the "state tax exemption."

Confirm that it is the <u>State Government</u> rate!

All California counties not listed below	Actual expense up to **$84 per night, plus tax**
Los Angeles and **San Diego** counties	Actual expense up to **$110 per night, plus tax**
Alameda, San Francisco, Santa Clara, and **San Mateo** Counties	Actual expense up to **$140 per night, plus tax**

B. Meeting Room at the Hotel:

Total days needed:	Arrival*	Room Rate	Service Charges & Tax
	Arrival date and time	Note if cost is different for ½ days	Service Charges & Tax Rate Percent

What is the daily rate for the meeting room? $________ (some days are ½ rate because of ½ day usage) This needs to be a 24 hour hold room! Meeting room is needed from Sunday noon through Wednesday noon (or Monday noon-Thurs noon).

Does the Meeting Room have free Internet Access? **Yes** ☐ **No** ☐
(CTC does not pay for Internet charges)

C. Parking:

Is there a Parking fee at the Hotel? If so, please notify your consultant $_____/day

D. Meals:

Decide if each meal will be at the institution or at the hotel—if at the hotel, will the meal be in the contract or reimbursed to team members on a TEC

Breakfast	Actual expense **up to $6**
Lunch	Actual expense **up to $10**
Dinner	Actual expense **up to $18**

Be aware there may be team members with vegetarian or special dietary needs

1st Day: Lunch and Dinner
2nd Day: Breakfast*, Lunch and Dinner
3rd Day: Breakfast*, Lunch, and Dinner
4th Day: Breakfast* and Lunch

*A **continental breakfast** in not adequate for team members—breakfast needs to include, at minimum, protein (eggs, yogurt), fruit, and a starch

Commission on Teacher Credentialing
1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927
www.ctc.ca.gov
Professional Services Division

Site Visit Documentation NCATE Visits

The Site Visit Documentation (SVD) is composed of a number of documents and is used by the accreditation site visit team members both before and during the site visit:

1. Institutional Report
2. Off-Site Report
3. IR Addendum
4. Documentation linked from the IR and IR Addendum
5. Program Summary for each approved educator preparation program
6. Program Narratives* addressing all adopted program standards for each Commission-approved educator preparation program
7. Documentation linked from each of the Program narratives.
8. Program Assessment Feedback for each of the Commission-approved educator preparation programs
9. Biennial Reports submitted since the last site visit (Section A, for each approved program and Section B, institutional summary)
10. Feedback from CTC for each Biennial Report

There are a variety of ways that an institution may provide this information:

A. The preferred plan for the SVD is that each of these documents and additional supporting documentation is posted on an institutional web page that is ready for the team to use 60 days prior to the beginning of the site visit. If additional documentation is identified and posted once the web page has been initially posted, be sure to put a "Posted date" next to the link.

B. If the web page plan does not work for an institution, then all documentation listed above may be put on a flash drive or CD and sent through US Mail to the state consultant, team lead, and team members. The mailing needs to scheduled so that the flash drive/CD arrives 60 days prior to the site visit. If additional documentation is identified once the flash drive/CD has been sent, it is important for the institution to get the information to the consultant and team.

* Narratives should be final narratives with all edits and additions integrated into the normal text of the document. During Program Assessment programs usually need to modify the initial narrative and when it is posted/provided for the site visit team, it should be in final form with no tracked edits or text highlighted from the Program Assessment process.

The response to the Commission's Preconditions is not part of the Site Visit Documentation. An updated response to all applicable Preconditions is due a minimum of 6 months prior to an accreditation site visit and should be submitted to accreditation@ctc.ca.gov .

Preparing a Precondition Report

If there are questions on the following information, please contact Teri Ackerman, tackerman@ctc.ca.gov or if you have an assigned CTC Consultant, please contact the consultant.

Between six and twelve months before the scheduled site visit, institutional officials prepare a *Precondition Report* to be submitted to the Commission. This brief report describes the institutional mission and includes information about institutional demographics, special emphasis programs, and other unique features of the institution. The *Precondition Report* is a required part of the accreditation cycle and is designed to: 1) ensure compliance with certain laws, regulations, and Commission policies, and 2) help the Commission (in discussion with the dean or director) determine the type, size and complexity of the programs to be reviewed and the structure, size and expertise of the review team to be selected. The *Precondition Report* includes the following three components.

1. Special Characteristics of the Institution
2. Response to Preconditions for all Approved Programs
3. Matrix of Approved Programs, Current Enrollment and Completers

1. Special Characteristics of the Institution: The institution notes any special characteristics about its credential programs that would affect the composition of the team, the organization of the visit, or the development of the team schedule. Offering programs at multiple sites, the use of unusual delivery formats-including technology, and/or unusual staffing patterns are of particular interest to the Commission and may require particular expertise among the review team members. Institutions with multiple-site programs must include specific information about the administrative relationships among the various locales and options. It is possible that there may not be any special characteristics for the institution or that the characteristics have been addressed in the Biennial Report. If this is the case, state that there are no special characteristics or that they have been detailed in the Biennial Report.

2. Response to Preconditions: In its *Precondition Report,* the institution includes its response to accreditation preconditions established by state laws and the Commission. The institution must respond to preconditions for all credential programs offered by the institution. The Preconditions may be found on the Site Visit web page (http://www.ctc.ca.gov/educator-prep/program-accred-site-visits.html) or within each approved program's Standards Handbook.

3. Matrix of Approved Programs, Current Enrollment, and Completers: The institution must provide a table that clearly shows the approved credential programs, the delivery model—traditional or intern, and the location the program is offered. In addition for each of the programs-delivery models-locations, the table must provide the current enrollment and the number of program completers from the prior year. An example of such a table is provided below. An institution may use this table or another that provides the same information.

Sample Matrix of Approved Programs, Current Enrollment and Completers

Approved Credential Programs offered by Institution
Precondition Report
2010-11

Credential Program	Delivery Model	Location	Current Enrollment	Completers 2009-10
Multiple Subject	Traditional	Main Campus		
	Intern	Main Campus		
	Intern	Satellite		
Single Subject	Traditional	Main Campus		
	Intern	Main Campus		
Preliminary Administrative Services	Traditional	Main Campus		
	Traditional	Satellite		
Reading Certificate	Traditional	Main Campus		
	Traditional	Satellite		

Add additional rows for all approved programs offered by the institution.

A full Program Review focusing on an Approved Educator Preparation Program Compared to the Program Sampling Approach

The Program Assessment process allows readers, in pairs, to carefully review program narratives and supporting documentation prior to the site visit. If the documents provide sufficient description of how the standards are addressed and supporting documentation corroborates the program design, the readers can find the standards to be Preliminarily Aligned. Once that happens, the program will not receive an intensive, focused review at the Site Visit but will complete a Program Sampling Review. In the event some concerns are identified by the readers despite the Sponsor's provisions of additional information, the sponsor will have the time between the PA and the SV to provide additional information to address those problems.

However if the program sponsor does not provide adequate documentation that the program is preliminarily aligned with the standards, the Site Visit team will include an additional team member who will focus, intensively and exclusively, on the specific program. This will include reviewing program narratives and documentation, and interviewing representatives of the program.

Program Sampling Review	Full Program Review
Programs are grouped (3-4 programs) and reviewed by one team member	Each program is reviewed by a single team member with extensive expertise in the content area. The evidence is shared with the full team for decisions on each standard.
Interviews are conducted across the group of programs (with candidates, completers, faculty, supervisors, employers, advisory board)	Interviews (with candidates, completers, faculty, supervisors, employers, advisory board) are conducted focusing specifically on the one program
Interviews focus on the '10,000 foot level' across 3 categories: Program Design, Course of Study, and Candidate Competence	Interviews focus on the specifics of the adopted standards, and review is conducted on a standard-by-standard basis
Interviewer is listening for any issues to 'bubble up' and if no issues arise, then the programs are deemed to be meeting the standards.	Interviewer is probing each concept in the adopted standards to ascertain if the each standard is met.
If an issue appears to arise, the team member will talk with the team lead and consultant as soon as the issue appears. The team discusses the issue and decides if there is sufficient evidence to move to the standard level.	
If it is agreed that the team will go to the standard level, the team leader and consultant notify the institution. Team members will conduct further interviews on the specifics of the standard or standards that address the issue.	In the full review the team member will focus on all aspects of the standards and probe to confirm whether an issue truly exists or whether it is an outlier. All evidence is presented to the full team for discussion and standard decisions.
The program narrative is reviewed 2 years prior to the site visit through the Program Assessment process and all or almost all standards are *Preliminarily Aligned* prior to the site visit. The team member does not read the program narratives for the cluster's programs but the narratives are available if needed at the visit.	The program narrative and supporting documentation is provided to the team member a minimum of 60 days prior to the site visit. The program narrative is reviewed thoroughly by the team member prior to the site visit and serves as the initial basis for the interviews conducted at the visit.
A 3-4 page Program Summary is provided to the team 60 days prior to the visit.	A 3-4 page Program Summary is provided to the team 60 days prior to the visit.

Steps in the Review of Program and Common Standards prior to and during the Accreditation Site Visit

Review of each Approved Program

Program Assessment Begins	Feedback to Institution	Additional Narrative and Supporting Documentation Submitted	All Standards *Preliminarily Aligned*	Team Gathers and Reviews Evidence	Standard Findings for all Programs considered in the team's decisions on CTC Common Standards and Accreditation Recommendation
2 ½ years prior to the site visit	Reader Feedback provided to the Institution	If needed, additional clarifying narrative and supporting documentation is submitted for standards that are not yet *Preliminarily Aligned*	Institution should review Program Summary for accuracy and completeness	Team makes decisions on all Program Standards	
Fall 2009	Iterative Process until all standards are *Preliminarily Aligned* or only 6 months remain until the site visit		Minimum of 6 months prior to the site visit	Site Visit	

Review of the Institution against the Common Standards
For joint CTC-NCATE Visits, the NCATE review process stands for the Commission's Common Standards Review

Specific Concepts from the Commission's Common Standards (identified in the CTC-NCATE Crosswalk) must be addressed by the institution and reviewed by the site visit team.

Institutional Report Due to NCATE (AIMS)	Off-Site Review	Off-Site Report provided to the Institution	IR Addendum developed and submitted to AIMS	Team Gathers and Reviews Evidence	Findings for all NCATE Standards considered in the team's decisions on CTC Common Standards and Accreditation Recommendation
6 months-1 year prior to the visit	Joint team meets by webinar and phone to review all data and the claims in the IR	Report uploaded into AIMS—accessible to the institution	Institution develops the Addendum addressing all concerns and questions identified in the OSR	On site review focuses on issues in the OSR and IR Addendum in addition to the additional concepts identified in the CTC-NCATE Crosswalk	
May- October 2011	Within 2 months of the IR submission to AIMS	Within 2 weeks of the Off-Site Review	Minimum of 1 month prior to the site visit	Site Visit	

NCATE Standard 1: Candidate Knowledge, Skills and Abilities
Teachers—Initial and Advanced

Identify Assessments that address each NCATE element
(link to the aggregated assessment tables)

Elements of NCATE Standard 1 **Programs**	**1a)Content Knowledge for Teachers**	**1b)Pedagogical Content Knowledge and Skills for Teachers**	**1c) Professional and Pedagogical Knowledge and Skills for Teachers**	**1d) Student Learning for Teacher Candidates**	**1g) Professional Dispositions for all Candidates**
Multiple Subject Preliminary	• CSET Examination	• RICA examination • TPA	• TPA •	• TPA •	
Single Subject Preliminary	• CSET Examination or completion of approved subject matter preparation	• TPA	• TPA •	• TPA •	

The narrative text that is provided in the IR should tie together the assessment identified in the table

NCATE Standard 1: Candidate Knowledge, Skills and Abilities
Other School Professionals

Identify Assessments that address each NCATE element
(link to the aggregated assessment tables)

Elements of NCATE Standard 1 **Programs**	**1e) Knowledge and Skills for Other School Professionals**	**1f) Student Learning for Other School Professionals**	**1g) Professional Dispositions for all Candidates**
Preliminary Administrative Services			
Administrative Services Tier II			
PPS-School Psychology			
PPS-School Counseling			
PPS-School Social Work			
PPS-Child Welfare and Attendance			
School Nurse			
Teacher Librarian			
Clinical Rehab-Audiology			
Clinical Rehab-Orientation & Mobility			
Other Related Services-SLP			
Other Related Services-SCA			

The narrative text that is provided in the IR should tie together the assessment identified in the table

Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

For a California institution to demonstrate that it meets NCATE Standard 4: *Diversity*, a number of data tables addressing the diversity of each group identified in 4b-4d must be provided for the team. In addition, the data provided should be disaggregated at the program <u>and satellite</u> level and aggregated to the unit level.

No California program should have trouble demonstrating that the curriculum it offers meets the Diversity standard. NCATE does want to know how the institution (and all of its programs) assesses candidate's knowledge of how to work in diverse settings.

Be sure to review the Target, Acceptable and Unacceptable language in the NCATE standards handbook (http://www.ncate.org/LinkClick.aspx?fileticket=nX43fwKc4Ak%3d&tabid=474)

Recently institutions participating in joint CTC-NCATE visits have not always had the data for supervisors—institutional and district-employed supervisors.

4a: Curriculum
4b: Faculty
- Full time, tenure track faculty
- Part time, adjunct faculty
- **Institutional Supervisors**
- **District-employed Supervisors**

4c: Candidates
4d: P-12 Schools

RED COHORT (38)

California State University
Dominguez Hills (F)*
Los Angeles (F)*!
Monterey Bay (S)*!
Sonoma State (S)*!

University of California
Berkeley
Los Angeles
Santa Cruz

Private/Independents
Concordia University
Pacific Union College
Pepperdine University
Point Loma Nazarene Univ (S)*!
University of San Diego (F)*

Local Education Agencies
Alameda COE
Davis Joint USD (104)
Marin COE (110)
Placer COE (114)

Local Education Agencies continued
Sutter County SOS (121)
Campbell Union SD (203)
Contra Costa COE (204)
Oakland USD (212)
Redwood City SD (214)
Pleasanton USD (230)
Bay Area School of Enterprise/ REACH (234)
Manteca USD (311)
Tulare City SD (318)
Hanford ESD (321)
Dos Palos Oro Lomo JUSD(323)
Burbank USD (405)
Culver City USD (407)
Los Angeles USD (414/433/441-448)
Temple City USD (425)
Arcadia USD (435)
Chula Vista ESD (505)
Cajon Valley Union SD (506)
Orange USD (519)
Poway USD (521)
Riverside COE (612)

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection **Site Visit**	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback **What & When**	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks

*CTC/NCATE Joint Visit (F= Fall; S= Spring) *! = Initial Visit* ~ CTC/TEAC Concurrent Visit #Inactive *Updated April 2011*

Additional Resources—Joint CTC-NCATE Visit

Continuous Improvement:
http://www.ncate.org/Accreditation/ContinuousImprovementOption/tabid/648/Default.aspx

Institutional Report Template for Continuous Improvement (CI) Visits in Spring 2011 through Spring 2012 (MS Word)

Exhibit List for Pilot CI Visits in Spring 2011 through Spring 2012 (MS Word)

Guidelines for Completing the Tables in a CI Institutional Report (MS Word)

Exhibit List for Pilot CI Visits in Spring 2011 through Spring 2012 (MS Word)

Offsite Review (MS Word)

Site Visit Timelines

Fall 2011 http://www.ncate.org/LinkClick.aspx?fileticket=941WFOEimC0%3d&tabid=648

Spring 2012 Timeline: http://www.ncate.org/LinkClick.aspx?fileticket=4PKBAingLG4%3d&tabid=648

Transformation Initiative:
http://www.ncate.org/Accreditation/TransformationInitiativeOption/tabid/649/Default.aspx

Commission Accreditation Handbook: http://www.ctc.ca.gov/educator-prep/accred-handbook.html

- Chapter 7: Preparation for an Accreditation Site Visit
- Chapter 8: Accreditation Decision Options and Implications
- Appendix B: Sample Interview Schedules